A FIRST PRIMARY COURSE FOR THE VACATION CHURCH SCHOOL

EDITH McDOWELL

JKM LIBRARY
3 9967 00332 1481

ACCESSION NUMBER SHELF NUMBER

61662 BV 1585
M138

The Virginia Library

Presbyterian
Theological Seminary
Chicago

825 Belden Avenue

From

Received JUNE 1930

Digitized by the Internet Archive
in 2025

https://archive.org/details/bwb_T3-BUN-409

Suffer the little children, and forbid them not, to come unto me: for to such belongeth the kingdom of heaven

The Abingdon Religious Education Texts
David G. Downey, General Editor
DAILY VACATION CHURCH SCHOOL SERIES
GEORGE HERBERT BETTS, Editor

A First Primary Course for the Vacation Church School

By
EDITH McDOWELL

Prepared in Cooperation with the International Association of Daily Vacation Bible Schools

THE ABINGDON PRESS
NEW YORK CINCINNATI

PRESBYTERIAN THEOLOGICAL
SEMINARY LIBRARY,
CHICAGO

Copyright, 1924, by
EDITH McDOWELL

All rights reserved, including that of translation into foreign languages, including the Scandinavian

Printed in the United States of America

First Edition Printed May, 1924
Reprinted January, 1926

The Bible Text used in this volume is taken from the American Standard Edition of the Revised Bible, copyright, 1901, by Thomas Nelson & Sons and is used by permission.

JKM Library
1100 East 55th Street
Chicago, IL 60615

TO

MY MOTHER AND FATHER
WHOSE INTEREST IN MY WORK
WITH LITTLE CHILDREN HAS BEEN
A SOURCE OF GREAT INSPIRATION

CONTENTS

PART I. INTRODUCTION

PAGE

I. PURPOSE OF THE COURSE 11

II. TEACHERS 11

III. EQUIPMENT 13

Rooms and Their Furnishings—Large Pictures for Use as Illustrative Material—Material for Children's Handwork—Other Necessary Equipment.

IV. PERIOD OF WORSHIP 21

Preparation for the Worship Period—Music—Scripture—Prayer—Offering.

V. PERIOD OF INSTRUCTION 25

Approach to the Lesson Story—The Lesson Story—Teaching of Memory Work.

VI. EXPRESSIONAL ACTIVITY 27

Expression in Conduct—Expression Through Handwork—Expression Through Dramatization—Closing Gift Service.

VII. PERIOD OF RECREATION 34

Types of Games for Primary Children—Victrola Records—Method of Conducting the Recreation Period—Outings.

VIII. DAILY CLOSING SERVICE 40

IX. BIBLIOGRAPHY 41

PART II. PROGRAM FOR A COURSE OF TWENTY-FIVE LESSONS

THEME I. GOD, THE FATHER OF ALL AND THE GIVER OF ALL GOOD GIFTS.

I. God, the Father of All 45

II. God's Gift of a Beautiful World 54

PAGE

III. God's Gift of Day and Night..... 59
IV. God's Gift of Homes..... 65
V. God's Gift of Mother's Love..... 72
VI. Thanking the Father for Good Gifts 78

THEME II. JESUS, GOD'S BEST HELPER.

VII. God's Best Gift—the Baby Jesus... 89
VIII. The Wise Men's Visit to the Baby Jesus..... 95
IX. Jesus Helping in His Home..... 100
X. Jesus Blessing Little Children..... 106
XI. Jesus Helping Sick People..... 113
XII. A Gift That Pleased Jesus..... 120
XIII. Jesus Going Home to Our Heavenly Father..... 127

THEME III. GOD'S CHILDREN LEARNING TO BE HIS HELPERS.

XIV. Helping in the Home..... 135
XV. Helping to Care for Younger Children..... 144
XVI. Helping to Care for Younger Children..... 151
XVII. Helping by Obeying..... 155
XVIII. Helping to Care for Pets..... 163
XIX. Helping to Care for Flowers..... 170
XX. Showing Kindness to Friends..... 180
XXI. Showing Kindness to Sick Friends.. 187
XXII. Showing Kindness to Far-Away Friends..... 194
XXIII. Helping by Sharing..... 201
XXIV. Helping by Sharing..... 208
XXV. Helping by Sharing—Closing Gift Service..... 216

AUTHOR'S NOTE

In sending out this book to teachers of primary children, the author desires to express her appreciation to Miss Mary E. Samson and Dr. H. S. French of the Board of Home Missions and Church Extension of the Methodist Episcopal Church, who have manifested great interest in making these lessons available for children throughout our land; to Near East Relief, The Morehouse Publishing Company, The Milton Bradley Company, and The Abingdon Press for their kind permission to use copyrighted material that belongs to them; and to Miss Marie Speelman and the Vacation Church School teachers of the Morgan Memorial Church of All Nations, Boston, whose interest and cooperation in the work of the Primary Department have helped to make this volume possible.

PART I

INTRODUCTION

INTRODUCTION

I. Purpose of the Course

The programs and plans contained in the following pages have been designed to meet the needs and interests of boys and girls of six, seven, and eight years of age. The material in its present form is the result of experimental work in Vacation Church School classes with children of many different nationalities, and it is hoped that it will be of value to all primary children.

Our aim in this course is to help the child to know and love God as the Father of all and the Giver of all good gifts, to help him to know and love Jesus as God's Son and his best Helper, and to help him to discover ways in which he may follow Jesus.

It is believed that teachers of primary children will find it easy to adapt this course to meet the needs of the individual groups with which they are working.

II. Teachers

It is to be hoped that every Vacation Church School will have a trained superintendent in charge of the work of the Primary Department. With the possibility in view that the superintendent may be the only trained person in the department, this course of study has been so planned that the main burden of responsibility in the instruction of the primary children shall rest with her. The

superintendent should be assisted in her work by at least one assistant teacher or helper for every fifteen pupils enrolled.

In departments where there is an enrollment of forty or less, the children may meet together as one group during the periods of worship and instruction, both of which should be under the direction of the superintendent. They should separate into smaller groups, not larger than fifteen in number, for the period of expressional activity, at which time the work of each group should be directed by one of the assistant teachers or helpers.

In any department where more than forty pupils are enrolled it is advisable to keep the entire group together for the period of worship only, as it is impossible to give any adequate instruction to a very large group of primary children. Wherever it is possible, therefore, a group larger than forty in number should be divided into two or more smaller groups, which meet in separate assembly rooms during the period of instruction. Each of these rooms should contain a piano, since all of the hymns are taught during this period.

The duties of the superintendent of the Primary Department shall be:

1. To see that all necessary supplies are ordered (see section III, "Equipment").
2. To conduct the daily service of worship.
3. To teach the lesson (in a department containing forty children, or less).
4. To supervise the assistant teachers as they direct the children's handwork.
5. To have general oversight of the recreational period.

6. To conduct the daily closing service.

7. To preside over all teachers' conferences in the department.

The duties of an assistant teacher or helper shall be:

1. To be present at all teachers' conferences.

2. To sit with her group of children during the periods of worship and instruction.

3. To direct the handwork of one group of children and to prepare all needed materials for the same.

4. To take charge of her group during the period of recreation.

It is suggested that the superintendent and assistant teachers in the Primary Department meet each morning fifteen minutes before the opening of the school. The first few moments of this period may be spent in placing on the tables the materials to be used for that day's handwork. The latter moments of the period should be devoted to a brief service of prayer, in which God's guidance is asked in the work of the day.

It is also suggested that at the conclusion of each day's program the primary superintendent and her teachers gather around a table to discuss the results of the morning's work and to prepare materials for the next day's handwork.

III. Equipment

In order to carry out the program presented in the following pages, a certain amount of equipment will be necessary. The subject of equipment is outlined here under four main topics: (1) rooms and their furnishings; (2) large pictures for use

as illustrative material; (3) materials for children's handwork; (4) other necessary equipment. It is to be hoped that every school using this textbook will be able to conform to the suggestions in regard to equipment, since a lack of the proper materials with which to work will be a serious handicap to the entire program.

a. Rooms and Their Furnishings.—Quiet, attractive rooms, arranged in an orderly manner, will have a marked effect upon the attitude of the children toward their work. Every school will need an assembly room of adequate size, in which the children of the Primary Department may meet as a group during the periods of worship and instruction. This room should contain:

(1) Chairs of proper size for the children.

(2) A good piano.

(3) A screen which will serve to hold the large pictures used as illustrative material in connection with each day's lesson.

(4) A vase of flowers, wherever flowers are obtainable.

If separate classrooms are available, these should be used during the period of expressional activity. Each should contain:

(1) A table and chairs.

(2) A shelf or drawer or some other receptacle, where materials for the children's handwork may be stored.

Wherever separate classrooms are not available, the period of expressional activity may be carried on within the large assembly room. Should it prove necessary to use the assembly room for this purpose, the tables used for the children's hand-

work will have to find a place here. If possible, these tables should be arranged at the rear or along the sides of the room, so that they will not be in full view of the children during the service of worship and the period of instruction.

b. Large Pictures for Use as Illustrative Material.—Too much emphasis cannot be laid on the importance of the use of good pictures in the religious training of primary children. All children love to study pictures. Especially is this true, we believe, of the little children from the tenement districts of our great cities, who have so little opportunity to see the beautiful things in the world about them. Time and time again we have seen our little children pause in front of a beautiful picture in the primary room, and by their radiant faces, as well as by the gentleness with which they touched the picture, we have known that the message that it contained was sinking deep into their childish minds and hearts.

The pictures listed below have been selected with great care. All of them are referred to in the various lesson plans, and are absolutely essential to the best interpretation of the lessons. They should be trimmed and mounted on medium weight, flexible paper of appropriate colors. A good margin should be left so as to protect the pictures.

It is suggested that all pictures should be ordered several weeks in advance of the opening of the school, as it sometimes takes a long time for orders to be filled. Mounting paper may be secured from The Milton Bradley Company, New York, Philadelphia, or Boston, or from any kindergarten supply house.

List of Pictures and Their Sources

1. *Source*—Cosmopolitan Print Department, 119 W. 40th St., New York City.
   Pictures—We Give Thee Thanks, (No. 931).
   Baby's Prayer, (No. 920).
   Playing Mother, (No. 944).
   Mother's Roses, (No. 927).
   Price of each picture, twenty-five cents.
   When ordering pictures, be sure to give the name and number of each.
2. *Source*—Perry Picture Company, Malden, Mass.
   Pictures—Feeding Her Birds, (No. 521).
   Holy Night, (No. 367).
   Star of Bethlehem, (No. 3550).
   The Boy Christ, (No. 801).
   Christ in Gethsemane, (No. 798 E).
   He is Risen, (No. 815).
   Sheep, Spring, (No. 757).
   Price of each picture, ten cents.
   When sending money for pictures, be sure to state that you want the ten-cent size.
3. *Source*—The Methodist Book Concern.
   Pictures—Beginners' Picture Set, No. 1, Parts I and II.
   This set contains the following pictures that are used in connection with the various lessons:
   Spring.
   Care at Night.
   Jacob's Dream.
   The Orioles' Nest.
   The Drink.

The Dedication of Samuel.
Harvest Time.
The Wise Men's Journey.
Christ Blessing Little Children.
The Widow's Mite.
The Sheep That Was Lost.
The Good Samaritan.
Christ Feeding the Multitude.
Price of Parts I and II—$1.65.

4. *Source*—Missionary Education Movement, 150 Fifth Avenue, New York City.
   Picture—Hope of the World.
   Price, thirty-five cents.
5. *Source*—Near East Relief.
   Poster—Investing in Childhood (containing pictures of Near East orphans).
   No charge for this material.

c. Material for Children's Handwork.—

1. *Used Christmas Postcards.*
2. *Several Boxes of Crayola.*
3. *Books to Contain Pupils' Handwork* (Lessons II to XIII).

Materials needed for these books will include (1) dark-green construction paper, size 9x12, one sheet for each pupil; (2) loose-leaf sheets of plain, unruled paper, size 6x9, thirteen sheets for each pupil; a ball of bright-colored worsted.

To make each book, fold construction paper in two, so as to make a cover, size 6x9. Insert thirteen sheets of unruled paper, size 6x9. Fasten cover and sheets of paper together with worsted run through two holes in each sheet and both covers. Worsted

may then be tied in two bows at the back of each book.

Construction paper may be obtained from the Milton Bradley Company, or from any kindergarten supply house.

As the children complete each day's work, the teacher writes on each page of the books, as follows:

Center of page 1—Stories of God's Good Gifts.

Top of page 2—God's Gift of a Beautiful World.

Bottom of page 2—"He hath made everything beautiful."

Top of page 3—God's Gift of Day and Night.

Bottom of page 3—"The day is thine; the night also is thine."

Top of page 4—God's Gift of Homes.

Bottom of page 4—"Every good gift and every perfect gift is from above, coming down from the Father."

Top of page 5—God's Gift of Mother's Love.

Top of page 6—Thanking the Father for Good Gifts.

Bottom of page 6—"It is a good thing to give
thanks unto Jehovah,
And to sing praises unto thy
name, O Most High."

Center of page 7—Stories of Jesus, God's Best Helper.

Top of page 8—God's Best Gift, the Baby Jesus.

Bottom of page 8—"God so loved the world, that he gave his only begotten Son."

Top of page 9—The Wise Men's Visit to the Baby Jesus.

Top of page 10—Jesus Helping in his Home.

Bottom of page 10—Stanza 2, "The Playmate of Nazareth," Thomas, Hymn No. 115.

Top of page 11—Jesus Blessing Little Children.

Bottom of page 11—"Suffer the little children, and forbid them not, to come unto me, for to such belongeth the kingdom of heaven."

Top of page 12—Jesus Helping to Make Sick People Well.

Top of page 13—Jesus Going Home to Our Heavenly Father.

Bottom of page 13—And the angel said unto them, "Be not afraid; Jesus is risen."

4. *Pictures for Pupils' Books* (Lessons VI to XIII, Lesson XX).

(All pictures may be obtained from The Brown Picture Company, Beverly, Mass. Price of each picture, one and one fourth cents.)

Mary, the Virgin, No. 2056.

Star of Bethlehem, No. 1024.

Worship of the Magi, No. 1272.

Childhood of Jesus, No. 816.

Christ Blessing Little Children, No. 199. (Obtain three copies for each child.)

Christ Healing the Sick, No. 1275.

Holy Women at the Tomb, No. 824.

5. *Pictures for Pupils' Scrapbooks.*

These pictures may be obtained from many sources—old books, magazines, postcards, etc. They should all be good pictures of subjects in which children are interested—birds, flowers, trees, animals, home life, children at play, etc. The number of pictures needed will depend upon the number of children in the department. Each child will

need enough pictures to fill seven or eight pages in a scrapbook.

6. *Materials for Children's Scrapbooks.*

Scrapbooks may be made either from heavy construction paper or from dark-green or brown cambric. The cambric is more durable. Each book should be 9x12 in size, and should contain eight pages.

7. *Cards for Mounting Pictures.*

There should be two cards, 6x9 in size, for each pupil, on which he may mount the pictures referred to in Lessons XII and XX.

8. *Paper for Drawings and Envelopes.*

It will be necessary to have a few sheets of paper for each pupil, to be used in connection with three of the lessons contained under Theme III.

9. *Pencils and Art Paste.*

d. Other Necessary Equipment.—1. Hymnal, *A First Book in Hymns and Worship*, by Edith L. Thomas.

2. Game Material—*Games for the Playground, Home, School, and Gymnasium*, by Jessie H. Bancroft.

A First Book in Hymns and Worship contains the hymns that are referred to in the various plans and programs. It is published by The Abingdon Press.

Games for the Playground, Home, School, and Gymnasium contains all the games suggested in connection with the various lessons. It is published by The Macmillan Company.

In addition to the two books just suggested, the teacher is also strongly advised to secure a copy of *Primary Method in the Church School*, by Alberta Munkres, which contains many valuable sugges-

tions for work with primary children; and a copy of *The Church at Play*, by Norman E. Richardson, which contains an excellent discussion of "Principles and Methods of Recreational Leadership." Both of these books are published by The Abingdon Press.

IV. Period of Worship

At the beginning of our daily program it is fitting that our boys and girls should come together to worship God and to feel his loving interest in their daily lives.

Preparation for the worship period.—If worship is to have a vital place in our children's experience and is to make each individual conscious of the Father's presence, the worship period must be free from every distracting element. With this in view, every detail of preparation for the day's work should be cared for and all teachers should be in the places assigned to them before the doors open and the children are admitted.

One of the assistant teachers or helpers should be stationed at the door during the period of worship and the period of instruction, so that no children may be admitted during the time of prayer or the telling of the story; for the entrance of late comers may entirely destroy the attitude of quiet reverence on the part of the other pupils.

As the doors open and the children enter the assembly room, a march is played. When all are seated in their places and the doors have been closed, it is suggested that the leader give the children a simple word of friendly greeting, such as: "Good morning, boys and girls! I am glad to welcome you to our school on this bright, beautiful

morning." No other word is either necessary or advisable at this particular time. All announcements should be reserved for the conclusion of the morning's program.

Immediately after the word of greeting, the leader will proceed with the program of worship, as outlined under II of each day's lesson. She will not need to exhort her children to be quiet and attentive, but by the quietness and reverence of her own attitude, she will help them to feel the presence of the heavenly Father in their midst.

Music.—The musical selections used during the period of worship should be rendered quietly and beautifully. Shouting or loud singing on the part of the pupils should never be encouraged.

All of the hymns suggested for the worship programs have been taught the pupils in preceding lessons and it is assumed that most of the pupils will have had opportunity to become thoroughly familiar with them. The worship period should never be used for the teaching of hymns. That part of the program belongs in the period of instruction. It is often effective to have the leader repeat the words of a hymn to be used in the worship period, before the children sing it, but this is not for the purpose of teaching the hymn. It simply serves to recall to the children's minds the entire thought contained in the beautiful words of a hymn with which they are already familiar.

Scripture.—It is very worth while to help even our primary children to become familiar with certain passages of Scripture that are within the range of their understanding, and for this reason one or more verses of Scripture are included in each day's

worship program. The attempt has been made to make these passages of Scripture full of meaning to the children, so that they may be able to recite them with an intelligent appreciation of the message that they contain. The brief responsive service, which appears first in its complete form in Lesson X, has seemed to present a very strong appeal to the children who have already participated in these lessons, and because of this fact it has been used in a number of the worship programs. It is based on the memory work taught in the lessons under Theme I, and as the children repeat it from time to time, the beautiful truths that it suggests are kept fresh in their memory.

Prayer.—It will be a wonderful thing if through this course of study we can help the little children under our care to feel the naturalness of prayer. In one Primary Department of which we know, the leader seldom says to her children: "Let us pray," because she has learned that "pray" is a hard word for some of the youngest children to fully appreciate. She simply says: "Let us talk with our loving heavenly Father." And as she closes her eyes and bows her head, the little children follow her example, and even though she may be the only one who speaks aloud, we know that they too are quietly talking with the heavenly Father.

In the various worship programs and lesson plans certain prayers are suggested. In some of these the leader will guide the thought of the children as they pray; in others, leader and children will repeat the words of the prayer together. In either case it is to be hoped that prayer will be not a form, but a rich experience, in which all alike participate.

Offering.—At the heart of this entire course of study there is a missionary impulse. We want our children to feel not simply that God loves them, but that he loves all children everywhere. We want them to understand not only that Jesus loved the little children who were brought to him in the long-ago time, but that he also loves all little children in the world to-day, wherever they may live. We want them to appreciate the fact that a child's deeds of helpfulness need not be confined to his own home and his own circle of friends and playmates, but that he may find ways of helping the heavenly Father's needy children the wide world over.

If we want to arouse the child's interest in children whom he has never seen, we must help to make those children real to him by means of pictures, stories, etc. If we desire to have him give expression to this interest through helpful deeds, we must show him what the needs of those children are and aid him in discovering ways in which he can help to supply those needs.

Primary children might be interested in contributing their daily offering and other gifts to any one of the following causes:

(1) The founding of Daily Vacation Church Schools at home or abroad.

(2) A Mission School in some needy community, either in America or in a foreign land.

(3) A Home for orphaned children.

(4) A Day Nursery.

(5) A Children's Hospital.

At each session two or more children should receive the offering. These children should be

chosen by the leader before the worship service begins and should receive instructions as to how they are to proceed, in order that this part of the service may be carried on in a dignified manner. While the offering is being received, quiet music should be played. As the children bring the offering forward and stand beside the leader, two chords are struck on the piano and the whole department rises to participate in the offertory prayer or prayer hymn.

V. Period of Instruction

Approach to the Lesson Story.—The story holds the most important place in the presentation of a lesson to primary children. In order that the lesson stories may be fully appreciated by our children, a certain portion of the time in each day's lesson is set aside for the preparation of the child's mind to receive the story. This period of preparation for the story is called the approach, and in each lesson it is used for one or more of the following purposes:

1. To establish a point of contact between the worship program and the lesson.
2. To review incidents taught in preceding lessons.
3. To present the background material that is necessary for a full appreciation of the story.
4. To stimulate the child's thought along the line of the theme of the lesson.

The importance of good pictures and models in preparing the child's mind for the lesson cannot be overestimated. It is to be hoped that every primary teacher will so realize the value of pictures in the interpretation of the lesson and espe-

cially in the period of the approach, that she will secure all the large pictures for use as illustrative material that are suggested in Section III, "Equipment."

The Lesson Story.—A few suggestions are here offered as to the telling of the stories contained in the following lessons:

1. Know your story thoroughly, so that you will not have to read it or refer to notes. You will gain inspiration from looking into your children's faces as you tell it, and they will be far more attentive and responsive if they can look into yours.

2. Be so in love with your story and so filled with the spirit of it that you can make it vivid and beautiful to your children.

3. Tell your story simply, naturally, and quietly. Speak clearly, so that every child can hear, but never use a loud tone of voice.

4. Tell your story to the entire group of children and not simply to those who are nearest to you.

5. Always use as much direct discourse as possible in telling a story. This is especially true of stories that the children are to dramatize.

6. If you make a mistake or forget part of your story, do not call the children's attention to the fact that you have done so. Go on with your story just as though no error had been made.

7. Never point the moral at the end of a story. Any story that is within the range of your children's understanding will enable them to form their own moral judgments, without any suggestion on your part.

For further suggestions in regard to story telling,

refer to Munkres, *Primary Method in the Church School*, Chapter VI.

The Teaching of Memory Work.—The plan of our daily program includes no special period for the teaching of hymns or other memory work. Hymns and Bible verses are taught in the period of instruction at whatever time they seem best to help in the interpretation of the lesson of the day.

There are a few simple rules to be observed in the teaching of a hymn:

1. Be familiar with the hymn, so that you will not have to be constantly referring to the book as you teach it.

2. Quote the part of the hymn to be taught before you begin to teach it. This will enable the children to appreciate the thought contained in the whole.

3. After you quote the hymn, sing the first verse through for the children, and then invite them to sing it through with you. Explain any difficult words or phrases.

4. Proceed in like manner with each succeeding verse.

5. When the children have mastered all the verses, have them sing the entire hymn through once or twice.

VI. Expressional Activity

It is impossible to plan a course of twenty-five lessons that will meet all the needs of each individual group of children who may participate in the lessons. This is especially true, we believe, in regard to the expressional work that is suggested in such a course as this. The wise teacher will

know her own group of children well, will seek to understand their environment and their daily experiences, will observe them at their work and at their play, and will draw upon the actual situations and problems that she sees confronting the members of her particular group to aid her in helping her children to discover for themselves the channels of activity that may be most helpful to them and to others. This will mean that each teacher must supplement the material contained in the curriculum with material suggested to her by the most urgent needs of the group with which she is working.

a. Expression in Conduct.—All of the lessons contained in this course have as their ultimate aim the development of habits of right thinking and living on the part of the pupils. The religious knowledge that our children may gain is not to be an end in itself, but is simply the means through which each child may be enabled to form right attitudes and to develop Christian character.

There are many religious reactions that we desire to bring about in the lives of our pupils, as we participate with them in this course of study. Most of these are suggested in the aims that are found at the beginning of each day's lesson, but it is well to gather them all up and list them here, so that we may see at a glance the actual results that we may hope for in the lives of our primary boys and girls.

Sense of God's love for his children in every land.
Sense of God's power and goodness.
Love and gratitude toward God.
Reverence for the church.
Desire to talk with God in prayer.

Love and admiration for Jesus.
Desire to be loving and helpful as Jesus was.
Helpfulness in home duties.
Helpfulness and cooperation at school.
Obedience to parents and teachers.
Loving care of younger children.
Kindness to birds, animals, and flowers.
Kindness to friends.
Consideration for the sick.
Unselfishness toward all.

b. Expression Through Handwork.—Children love to work with their hands. It is, therefore, essential that we should learn to utilize this form of activity in making more vital and meaningful the truths contained in certain lessons. Only the simplest types of primary handwork have been suggested in the following lessons—drawing, mounting of pictures, and the making of picture books. These have been chosen because we believe that it will be possible for every school to obtain the simple equipment that they demand. It is to be hoped that no school will feel itself limited to the suggestions for handwork that are contained in the various lesson plans, since there are other types of handwork that may be profitably used in schools that are thoroughly equipped for work with primary children. There are a number of lessons that lend themselves to sand-table work, and in schools where there are facilities for this type of work and where the groups of children are not larger than fifteen in number, the portraying of the lesson stories in the sand may serve as one form of expressional activity. For helpful suggestions as to the type of stories to be used in sand-table work, as

well as to the method of conducting a sand-table lesson, the teacher is referred to Munkres, *Primary Method in the Church School*, Chapter XV. Valuable suggestions as to other types of handwork suitable for use in the Primary Department of the Church School will be found in Chapters XII, XIII, and XIV of the same book.

A list of all necessary supplies for the handwork suggested in connection with the various lessons and all necessary instructions as to the teacher's part in preparing these supplies for use, are to be found in section III, c of the Introduction.

Books to Contain Handwork (Lessons II to XIII).—All of the handwork that is used to express the truths contained in Lessons II to XIII is put into the little books described under section III, c of the Introduction. It is thought better to have the material kept in book form rather than on loose sheets of paper, as it is more easily preserved in that way and can be taken home by the children, when completed, and enjoyed by them many weeks after the school closes.

Drawing.—If properly directed, drawing may be one of the most interesting as well as one of the most helpful forms of expression to the primary child. In directing this form of expression, the teacher should always be sure that each child has definitely in mind the thing that he wants to draw before she gives him pencil and paper. She should then encourage him to keep to the thing that he first decides to do. If a child is timid about attempting a drawing, the teacher can usually overcome this difficulty by offering some suggestion which he may follow. The teacher should bear in mind

the fact that we should not insist upon our children's attaining perfection of form in the drawing that they do in the Church School classes. All that we need to ask is that they shall give the best expression of which they are capable to the truth that the lesson contains.

The attempt should be made to relate very closely to the pupil's own life and experience the drawings that are suggested in connection with Lessons V, XIV, and XXI. It may be interesting to note here the various types of drawings that were made by the pupils in two third-grade classes in response to Lesson XIV, which deals with the subject of helpfulness in the home. The girls drew pictures of themselves going on errands, helping to prepare the food for dinner, making the beds, sweeping the floor, and caring for the baby. The boys drew pictures of themselves going on errands, helping mother to wash the clothes, washing the dishes, putting the food on the table, sweeping the floor, scrubbing the floor, and helping father in the shoe-shine parlor. These children were all from poor homes and were called upon daily by their parents to perform many acts of helpfulness, and as they finished their drawings, they proudly exhibited them to their teachers, saying, "That's what I do to help." And the teachers felt that perhaps these boys and girls were beginning to realize, as never before, the joy that may come to a child who is helpful to others in the home.

Scrapbooks.—In schools whose pupils have access in their own homes to magazines containing beautiful pictures, it is well to encourage the children to collect these pictures and bring them to school

for use in the scrapbooks that they make for other children. Wherever the pupils are unable to obtain such pictures it will be the duty of the teachers and helpers to secure pictures for them.

All work in the scrapbooks should be neatly done. The children should not be permitted to crowd too many pictures on a page. The teacher should help them to see that a page on which there is one large picture or two or three smaller ones, presents a much more attractive appearance than one on which every available space is crowded with pictures. Wherever possible, the pictures contained on one page should portray one subject—birds, flowers, home life, etc.

c. Expression Through Dramatization.—The truths that lie at the heart of certain stories may be made much more vivid to the children, if they are permitted to think and act like the characters that the stories contain. There are a number of stories in this course that lend themselves easily to dramatization. One of these is the story of the two Armenian children who were hungry and lonely and who wanted to find a home and a mother. Another is the story of the little sister, Miriam, who helped to care for her baby brother. We believe that our children will have a much more sympathetic understanding of the needs of the Armenian boys and girls if they themselves have the opportunity to play that they are little Armenian children—hungry and lonely and tired, and wanting a home and a mother. We believe also that little sisters will be much more interested in helping to care for the younger children in their homes if they can play that they are Miriam, watching

tenderly over the baby brother whom she loved. It is for this reason that we suggest that, wherever possible, teachers work out with their children the dramatization of certain stories.

It is not possible to undertake a dramatization with a very large group of primary children. No group should be larger than thirty in number, and the dramatization would be much more successful if each group were limited to fifteen or twenty children. If a group of children is very much interested in a dramatization, it is well to play the story through two or three times, assigning different children to the parts each time.

Each story to be dramatized should be told to the children at least twice, as primary children can seldom learn to play a story successfully if they have heard it only once.

Certain suggestions as to the method of carrying out dramatizations are given in Lessons IV and XVI. For further suggestions, the teacher is referred to Munkres, *Primary Method in the Church School*, Chapter XI.

d. Closing Gift Service.—The program of the Closing Gift Service outlined in Lesson XXV is merely suggestive, as the character of this service will, of necessity, vary in different schools. In our school the children of both Primary and Junior Departments had manifested interest in the Armenian project, and for this reason it was thought well to unite the two departments for the closing service. There are certain elements in the program suggested in Lesson XXV that were familiar to our children of both departments—the call to worship, and the four hymns, "This Is God's

House," "Tell Me the Stories of Jesus," "Gifts of Love," and "Giving Thanks." In schools where the Juniors were not familiar with this material the program would have to be very different.

If the Gift Service is confined to the Primary Department alone, it will be possible to make use of all of the program except the parts that are definitely suggested for Juniors.

All parents and friends should be invited to participate in this closing service with the children.

VII. Period of Recreation

The period of recreation is an exceedingly important part of each day's program, for games, properly directed and properly played, may have an educational value for our children that can hardly be overestimated. There will be children in our Vacation-School classes who have never learned the art of playing happily with others. There will be timid children who are fearful of testing their own powers. There will be selfish and dictatorial children who want to monopolize all the privileges that the games afford. There will be children from the tenement districts of our great cities who have been so burdened with toil and care in their own homes that they have never had the opportunity to develop the play instinct that is a part of every child's inheritance.

The teacher who is confronted with the needs of these and other different types of boys and girls will realize the importance of the task that awaits her. She will know that with her rests the responsibility of learning to know her children as individuals rather than as a group, so that she may

be enabled to help each individual to acquire the things that he most needs to learn from the period of recreation. She will realize also that if she is to be successful in directing the recreational activities of boys and girls, she must not hold herself aloof from the group, but must share with them the fun and excitement of the games, so that they may feel her own enthusiasm for the thing she is teaching them to do.

The recreational period will afford the teacher numerous opportunities to help each child to develop habits of cheerfulness in giving up to the will of others, of gentleness and consideration for younger and weaker children, of acknowledging his rightful share in any misdemeanor that may have been committed, and of apologizing for any act of rudeness or unkindness.

Types of Games for Primary Children.—The gradually unfolding powers of the normal child lead him to be interested in different types of games at different stages of his development. It is therefore essential that we should pause for a moment to consider the types of games that present a strong appeal to the primary child. In the kindergarten period the child's play is largely informal, unorganized activity. In the primary period he first begins to play according to form and rule with other children. Even the primary child, however, is still unable to coordinate his activity with that of others, and for this reason his interest is centered largely in games in which the individual is prominent. The traditional singing games, such as, "London Bridge," "Farmer in the Dell," "Did You Ever See a Lassie?" etc., make a strong appeal

to primary girls. Both girls and boys are interested in games of hunting, chasing, and throwing.

The games suggested in the following lessons have been selected because they meet the needs and interests of primary children. Each teacher will be at liberty to choose from these games those that she feels to be best adapted to the needs of her particular group. In deciding upon the games she will also want to consider the recreational facilities afforded by the church in which she is working, as there are many games suitable for use on the playground or in the gymnasium that cannot possibly be used with a group that must be kept in the schoolroom during the period of recreation.

All of the games suggested are to be found in *Games for the Playground, Home, School, and Gymnasium*, by Jessie H. Bancroft, which is published by The Macmillan Company, New York, Chicago, or San Francisco. For a very helpful discussion of "Principles and Methods of Recreational Leadership," the teacher is referred to *The Church at Play*, by Norman E. Richardson, which is published by The Abingdon Press.

In Miss Bancroft's book (pages 427–429), there are two very fine lists of games for use with primary children. The first list includes games that may be used successfully on the playground or in the gymnasium, while the second comprises games that are suitable for schoolroom use. The teacher who, because of unfavorable conditions within her own group, finds it inadvisable to use all the games suggested in connection with each day's lesson, will find a wealth of other material to draw upon

by referring to the aforementioned pages in Miss Bancroft's book.

Schools having Victrolas will find the following records useful in recreational work with primary children. The records containing marches may be used with both boys and girls, while the records containing the skipping rhythms and the singing games are more suitable for girls than for boys.

VICTOR RECORDS

March (Patriotic Medley), 35657.

Motive for Skipping, 18253.

Singing Games (*London Bridge, Mulberry Bush, Round and Round the Village*), 17104.

Singing Games (*Oats, Peas, Beans, and Barley Grow, Looby Loo, The Needle's Eye, Jolly Is the Miller*), 17567.

Singing Games (*Soldier Boy, Did You Ever See a Lassie? Let Us Chase the Squirrel, How D'ye Do, My Partner, Muffin Man*), 17568.

Method of Conducting the Recreation Period.—At the close of the period of expressional activity it is advisable to divide the children into two groups —one of girls and one of boys—for the period of recreation. In schools where both a gymnasium and a playground are available it would be well to let the boys use one and the girls the other for their recreational activity. While a march is played on the piano or the Victrola, each group files out of the schoolroom and marches either to the gymnasium or the playground, as the case may be. If the first game that a group is to play calls for circle formation, it is well to have the children form a circle while still marching.

It is suggested that the first game of the day be one with which the children are familiar. When interest in this game begins to wane, the teacher should have a new or less familiar one ready to suggest. If, however, the majority of the children ask for the privilege of playing another old game that is a favorite, just at the moment when the teacher is planning to suggest a new game, their wishes should always be respected. Little children enjoy playing the same game over day after day, and so there will be opportunity to use a number of the favorite games many times during the summer session.

Below are listed a few simple rules that the teacher of games may find it useful to follow:

1. Be familiar with the game you are teaching. Know the words of every singing game and the method of playing every game that you plan to use with your group.

2. Be firm in your manner of discipline on the playground. Let the children understand from the very beginning that you mean what you say. If you are directing the play of a very large group of children, be sure to provide yourself with a whistle, and have the children thoroughly understand that the sound of the whistle is the signal for instant quiet and suspension of all play.

3. Give all directions for playing a new game clearly and simply. Repeat the directions, if some members of the group do not understand.

4. Let all directions for playing the games come from yourself. The children will be confused if directions are being received from several sources.

5. Should mistakes occur during the playing of

a game, stop the game, make corrections, and then proceed.

6. See to it that every child in your group has the chance for active participation in the games. Remember that the selfish or most capable children should be encouraged to share with the timid or self-conscious pupils the privileges that the games afford.

7. Let the children derive the full amount of enjoyment from every game that they play. Never stop a game when interest is at its height. Always wait until the children are beginning to tire of it.

Outings.—The Vacation-School program should include some form of weekly outing for the primary children. Outings will be appreciated by all children, but most especially by the boys and girls from the congested districts of our great cities, who have so little opportunity to enjoy the beauty of the out-of-doors. In the wonderful outdoor world of park or open country the teacher will have a better opportunity than can ever confront her in the classroom, to help her children to understand the love of the heavenly Father as it is revealed in the beautiful things that he has created —sun and sky, flower and tree, bird and butterfly. In the glad, free hours of playtime that the outing affords, she will have opportunity to gain a more intimate knowledge of the needs and interests of each individual child than she has ever been able to derive from her contact with him in the schoolroom.

The type of outing will vary in different schools, but it is well to note a few general principles that

should be observed in connection with any outing for little children.

1. The parents should be notified in advance as to the place where the children are going, the time of their departure from the church, the time of their return, the amount of carfare required, and the amount and kind of lunch.

2. Wherever there is a large group of children it is advisable to have each child wear a small tag containing his name and address.

3. A program consisting of stories and games should be planned for part of the time, but some time should be left free for the children to roam about at will, investigating the beautiful things that they see on every hand.

4. Arrangements for transportation should be made in advance wherever there is a large group of children to be cared for.

VIII. Daily Closing Service

A brief program has been suggested for each day's closing service. Sometimes the program consists of a review of the song and Scripture learned during the lesson of the day. Sometimes the children are asked to suggest a number of songs that they would like to sing. Occasionally a dramatization is introduced. In almost every one of these programs, the attempt has been made to deepen the impression that has been made by the truths which have been emphasized in the lesson of the day.

No teacher, however, will want to follow blindly the suggestions given for the various closing programs, for she will want to relate this service very

closely to the particular needs and problems of her own group of children. She will find the closing service a suitable opportunity for talking over with her children some of the situations that have arisen during the morning's work, either in the schoolroom or on the playground. This will be a good place to commend a certain group of children, who may have put forth an unusual effort on that particular day to make their handwork neat and attractive. It will afford an excellent opportunity to encourage a group of children who are learning to play happily together. It will also afford the opportunity to commend a group of older boys and girls, who are learning how to be kind and considerate to the younger and weaker children in the department. All these are mere suggestions as to the possibilities that the closing period holds. It is to be hoped that each teacher will supplement the material outlined in connection with each day's lesson, with material drawn from the experiences of her own particular group of children.

IX. Bibliography

Arnold, Francis—*Rhythms for Home and School.* Willis Music Company.

Bancroft, Jessie H.—*Games for the Playground, Home, School, and Gymnasium.* The Macmillan Company.

Betts, George H.—*How to Teach Religion.* The Abingdon Press.

Bryant, Sarah Cone—*How to Tell Stories to Children.* Houghton Mifflin Company.

Hartshorne, Hugh—*Worship in the Sunday School.* Columbia University Press.

Haviland, Mary S.—*Character Training in Childhood.* Small, Maynard and Company.

Munkres, Alberta—*Primary Method in the Church School.* The Abingdon Press.

Richardson, N. E.—*The Church at Play.* The Abingdon Press.

St. John, E. P.—*Stories and Story Telling.* The Pilgrim Press.

Stout, J. E., and Thompson, J. V.—*The Daily Vacation Church School.* The Abingdon Press.

Thomas, Edith L.—*A First Book in Hymns and Worship.* The Abingdon Press.

Wardle, Addie G.—*Handwork in Religious Education.* University of Chicago Press.

PART II

THEME I. GOD, THE FATHER OF ALL AND THE GIVER OF ALL GOOD GIFTS

AIM. To help the child to know and love God as the Father of all and the Giver of all good gifts; to help him to understand that the Father's love and protecting care constantly surround him, and to lead him to want to express his love and gratitude to the Father by helpful deeds.

LESSON I

GOD, THE FATHER OF ALL

I. Aim:

To help the child to know and love God as the Father of all; to help him to understand that all children are a part of the heavenly Father's family; and to help him to discover ways in which he may share what he has with other children who are less fortunate than he.

II. Opening Program:

Leader: The piano is going to tell us a lovely, quiet story.

Pianist (plays): "This Is God's House" (Thomas, Hymn No. 1).[1]

Leader: Sometimes we call the church into which we have come to worship this morning "God's house." We call it that because it is here that we love to come and learn about God, our loving heavenly Father. A long time ago there lived some people who called God by a very strange name—Jehovah. They loved Jehovah, their God, very much, and they were very happy whenever they had the chance to go to the great church and worship him. And so when they went to church they often said together:

"I was glad when they said unto me,
Let us go unto the house of Jehovah" (Psalm 122. 1).

Do you think that we could learn to say those

[1] *A First Book in Hymns and Worship*, by Edith Lovell Thomas. Refer to Introduction, Section III, d.)

beautiful words, so that we can say them together each morning when we come here into God's house to worship him and learn about him? I will say the words once more and then I think you would like to say them with me. (Leader repeats words.)

All: "I was glad when they said unto me,
Let us go unto the house of Jehovah."

Leader: There is a song which tells us about God's house. It says: (Leader repeats words of "This Is God's House," Thomas, Hymn No. 1.) Would you like to learn those words with me? (Leader teaches words and music.)

All (sing): "This Is God's House."

Leader: Let us close our eyes and bow our heads and talk with God, our loving heavenly Father.

Dear heavenly Father, we are glad to come here to thy house to-day to worship thee and learn about thee. We thank thee that thou lovest us and all little children everywhere. Amen.

III. Lesson Plan:

Illustrative Material: Picture—"Hope of the World." (Copping)—Missionary Education Movement.

(For prices of pictures, refer to Introduction, Section III, b.)

Approach to the Lesson Story: Do you think that God, our Father, is glad to have us come here to his house to worship him to-day? Why? Yes, he is glad because he loves us. Are we the only children whom God loves? No, he loves all little children everywhere.

I want you to look at this picture ("Hope of the World"). How many children do you see?

Yes, there are five. There is one little child with a white face and one with a brown face and one with a red face and one with a black face and one with a yellow face. And God, our Father, loves and cares for them all. There is a beautiful song which teaches us to say "Thank You" to God, our Father, for his love for all children everywhere. We want to learn that song this morning. (Teacher quotes entire hymn, "Giving Thanks," Thomas, Hymn No. 21, so that children may understand the thought contained in the whole. She then teaches it to the children.)

(After the children have learned the hymn, the teacher says): This morning we are going to hear a story about some of the heavenly Father's children who live in a far-away country.

Lesson Story: Little Friends in Far-Off Armenia.[1] (Adapted from the story, "Little Trouble," Near East Relief.)

Note: This story is told in dramatic form, so that it may be retold and dramatized by the children at a later lesson. See "Closing Program," Lesson IV.

Far, far away in the country of Armenia, there lives a very little boy. Not long ago some cruel soldiers killed his mother and father, and left the little boy lying by the dusty roadside with no one to love and care for him. The little boy was tired and cold and hungry. He was lonesome and afraid too, and he wanted his dear mother. He waited and waited and waited, but nobody came to take care of him.

After the little boy had been there a long, long

[1] Used by permission.

time, a bigger boy, named Serkess, came wandering along that same dusty road. Serkess too had lost his mother and father, and was very, very lonely. His clothes were in rags, and he was tired and cold and hungry. After a while, Serkess came to the place where the little boy was sitting. As soon as Serkess looked at him, he knew that the little boy was in trouble. And so he said to the little boy, "What is the matter?"

And the little boy answered, "I want my mother."

And Serkess said: "I want my mother too; but both our mothers are gone. Come with me. I will help you to find a mother."

Then Serkess took the little boy's hand, and together they walked on and on and on along that dusty road, looking everywhere for a mother. Was there no one who would love and care for two tired, lonely, hungry children?

At last the children heard in the distance the sound of marching feet. When they looked up they saw some soldiers coming toward them. Serkess was very much frightened at the sight of the soldiers, for all the soldiers that he knew about were cruel to children. But he soon saw that these soldiers were different. They had kind faces and they smiled at the two tired, dusty children.

The captain of the soldiers looked down at Serkess and said, "What is the matter, my boy?"

And Serkess answered: "We are tired and hungry. We have lost our dear mothers. We are looking for a home."

Then the captain said: "Near here there is a beautiful Home for children. It was built with money sent by kind friends in America. In that

Home there live ever and ever so many Armenian boys and girls who have lost their fathers and mothers. And in that Home there is a kind teacher who is mother to all the lonely children there. Would you like to go to that beautiful Home?"

And both the children answered, "Yes!"

And the captain said: "Come with us. We will take you to that Home."

Then the captain and the other kind soldiers took the two children with them. On and on and on down the same long road they journeyed. The children were very tired and very hungry, but they did not mind so much now, for they knew that soon they would find a home and a mother.

At last they came to the door of the great, beautiful Home. A teacher with a kind, sweet face came to welçome them.

Then the captain of the soldiers said to the teacher: "These children are lonely and tired. They want a home and a mother."

The teacher took each of the children by the hand. "Do not be afraid any more, little children," she said. "We will take care of you and give you a home."

The soldiers knew that the children were safe now, so they said "Good-by" and hastened away on their journey.

Then the teacher took the children into the big house. She knew that they were very hungry; so, after she had washed their faces and hands, she took them into a long dining room, where ever and ever so many little Armenian children were gathered. The children were having bread and milk for their lunch, and the teacher gave each of

the two new children a cup of milk and a slice of bread. Then she said to all the children: "The money to buy this bread and milk was sent to us by some boys and girls who live far away in America. They have heard that many Armenian boys and girls are hungry, because they have no mothers and fathers to buy food for them. And so they saved their pennies and sent their money away over here to buy food for the Armenian children who are hungry."

As the children listened to the teacher's words, they were very thankful for all the good gifts that their kind friends and helpers in America had sent. They were thankful for their beautiful home. They were thankful for the dear teacher. They were thankful for the good food.

"Thanks to you, thanks to you, friends in America," shouted the Armenian children, and the little hands waved, and the bright faces beamed a "Thank you" to the far-away friends who had helped them.

Prayer: Dear heavenly Father, we ask thee to bless all boys and girls the wide world over. May we be willing and glad to share the good things that we have with other children who are in need of many things. Amen.

Expression of Lesson: It is suggested that at this point in the development of the lesson the teacher present the need of some particular group of children whom she thinks her boys and girls would like to help. Suggestions as to various groups needing help are to be found in the Introduction, Section IV, Offering.

First tell the children about the need of some

other group of children and show them pictures of those children, if you can. Then give them the opportunity to make suggestions as to what they would like to do to help those children. They will probably mention a number of things, such as making gifts, bringing money, bringing toys, etc. Try to use their suggestions insofar as they are practicable. If they suggest bringing money, tell them about the offering that they may plan to take in each day's service.

When the children have finished making suggestions, tell them that they may go to the tables and make some gifts. Tell them also that after a number of weeks, when the Vacation School is ready to close, they may pack a box of gifts to send to the children whom they want to help, and that into that box each child may put some of the pretty things he has made during the summer.

Then have the children go to the tables for handwork. This morning have them make some very simple gift. The children in our Vacation School pasted used Christmas cards back to back. In some schools the children might mount attractive pictures on cards of appropriate size and color.

When the children have finished their handwork, appoint a certain child at each table to gather up and put away all unused materials. Encourage the children to leave their tables in good order every day. When all materials for handwork have been put away, have the children form in line and march to the playground or the gymnasium for their period of recreation.

IV. Period of Recreation:

Games for Girls' Group:

Farmer in the Dell, Bancroft, page 265.[1]

Did You Ever See a Lassie, Bancroft, page 261.

Cat and Rat, Bancroft, page 60.

Games for Boys' Group:

Cat and Rat, Bancroft, page 60.

Bean Bag Board, Bancroft, page 304.

Puss in the Circle, Bancroft, page 164.

V. Closing Program:

Quiet Music: "In Closing" (Thomas, Hymn No. 37).

Leader: Before we go to our homes I believe that we would like to thank our loving heavenly Father for the many good gifts he has given us to-day. We want to thank him for food and homes and mothers and fathers. And so we are going to learn to sing:

"For all the good things which this day has brought us,
We give our thanks to thee, dear heavenly Father.
Now, as we say 'Good-by,' go with us on our way,
And always with us stay!"
(Thomas, Hymn No. 37.)

(Children learn words and then music.)

Leader: Now that we have learned our song, we will remember that we are thanking our heavenly

[1] *Games for the Playground, Home, School, and Gymnasium*, by Jessie H. Bancroft. (Refer to Introduction, Section III, d.)

Father when we sing it, and so we will always close our eyes and bow our heads.

All (sing): "In Closing" (Hymn No. 37).

Pledge of Allegiance to the American Flag:

"I pledge allegiance to my flag
And to the republic for which it stands;
One nation, indvisible,
With liberty and justice for all."

Announcements and Dismissal.

LESSON II

GOD'S GIFT OF A BEAUTIFUL WORLD

I. Aim:

To help the child to realize that the beautiful world in which he lives is a good gift from God, our loving Father.

II. Program of Worship:

Leader: We will listen as the piano tells us a quiet story.

Pianist (plays): "This Is My Father's World" (No. 14).

Leader: Shall we tell how glad we are to come here to our heavenly Father's house this morning?

All: "I was glad when they said unto me,
Let us go unto the house of Jehovah."

Pianist (plays): "This Is God's House" (No. 1).

All (sing): "This Is God's House" (No. 1).

Leader: Let us sing our hymn that says "Thank You" to God, our heavenly Father, for his love for children in every land.

Pianist (plays): "Giving Thanks" (No. 21).

All (sing): "Giving Thanks" (No. 21).

Leader: This morning some of us have brought our gifts of money that we want to share with other little children. I am going to ask——and ——to receive our offering for us. (Two children who have been appointed by the leader come forward and collect the offering.)

Leader (after offering has been brought forward):

Shall we ask our heavenly Father to bless the gifts we have brought? After we have closed our eyes and bowed our heads, I want you to say with me a prayer that asks our Father's blessing upon these gifts for his children.

All (repeat after leader): Dear heavenly Father, bless our offering. We ask thee to use it for thy dear children. Amen.

III. Lesson Plan:

Illustrative Material: Pictures—"Spring" (Beginners' Picture Set, Part II). "Care at Night" (Beginners' Picture Set, Part I).

Approach to the Lesson Story: We have been talking about God, our heavenly Father, and his love for all his children everywhere. (Show pictures "Spring" and "Care at Night.") I want you to look at these pictures and tell me some of the good gifts that you see, that God gives us to show us that he loves us. (Give several children opportunity to mention things in the pictures—flowers, birds, moon, stars, etc.) Yes, our heavenly Father loves us so much that he has given us all these good gifts to enjoy. This morning we are going to hear a story about one of our heavenly Father's very best gifts to his children.

Lesson Story: "God's Gift of a Beautiful World." Reference: Genesis 1. 1–29.

Long, long years ago, before there were any people or any houses, before there were any beautiful trees or any bright flowers, before there was any golden sun to light the day, or any silver moon and shining stars to light the night, there was God, our Father.

And God, our Father, said: "I will make a great, round, wonderful, beautiful world. I will make the blue sky and the golden sun to light the day." Then he made the blue sky and the golden sun to light the day.

And God, our Father, said: "I will make the silver moon and the shining stars to light the night." Then he made the silver moon and the shining stars to light the night.

And God, our Father, said: "I will make the brown earth, the green grass, the tiny flowers, and the waving trees." Then he made the brown earth, the green grass, the tiny flowers, and the waving trees.

And God, our Father, said: "I will make the singing birds, the fish, and the animals." Then he made the singing birds, the fish, and the animals.

Then God, our Father, said: "I have finished making this great, round, wonderful, beautiful world. Now I will make mothers and fathers and little children, and give them my beautiful world for their home." Then God, our Father, made mothers and fathers and little children and gave them his beautiful world for their home.

And when the mothers and fathers and little children looked around them in this beautiful world, they saw the lovely flowers. And each little flower, as it looked up into their faces, seemed to say: "God made me! God made me!" And the wind as it came whispering softly through the friendly green grass, seemed to say: "God made me! God made me!" And the singing birds, as they warbled in the treetops, seemed to say: "God made me! God made me!"

And the mothers and fathers and little children loved this great, round, wonderful, beautiful world, because it was a good gift from God, our loving Father.

Prayer: Our dear heavenly Father, we thank thee for giving us this great, round, wonderful, beautiful world for our home. Amen.

Memory Work: There is a hymn that teaches us about God's beautiful world that I think we would like to learn just now. (Quote and then teach "This Is My Father's World" (Hymn No. 14).

There is a verse in God's book, the Bible, that tells us that God made the beautiful world in which we live. It says: "He hath made everything beautiful" (Ecclesiastes 3. 11). Will you learn to say that verse with me? (All repeat verse two or three times.)

Expression of Lesson: This morning we are going to start to make a little book that will tell us about our heavenly Father's good gifts to us, his children. (Refer to Introduction, III, c, 3.) On the first page of our book we will find the verse, "He hath made everything beautiful." Above that verse you may draw a picture of one of the good gifts that God our Father has put in this beautiful world for us to enjoy. Think quietly for a moment. Then be ready to tell me what you would like to draw. (Have children march to their tables. When you are sure that each child has definitely in mind the thing that he wants to draw, give out crayons of suitable colors and let the children proceed with their work. This first drawing should be made on page 2 of the little books.)

IV. Period of Recreation:

Games for Girls' Group:

Farmer in the Dell, B., p. 265.
Bean Bag Board, B., p. 304.
Cat and Rat, B., p. 60.
Round and Round the Village, B., p. 290.

Games for Boys' Group:

Puss in the Circle, B., p. 164.
Bean Bag Board, B., p. 304.
Drop the Handkerchief, B., p. 80.
Center Catch Ball, B., p. 355.

V. Closing Program:

Quiet Music: "This Is My Father's World" (No. 14).

Hymn: "This Is My Father's World" (No. 14).

Memory Verse: "He hath made everything beautiful."

Prayer Hymn: "In Closing" (No. 37).

Pledge of Allegiance to the American Flag:

"I pledge allegiance to my flag
And to the republic for which it stands;
One nation, indivisible,
With liberty and justice for all."

Pledge of Allegiance to the Christian Flag:

"I pledge allegiance to the Christian Flag
And to the Saviour for whose Kingdom it stands;
One brotherhood, uniting all mankind
In service and in love."

Announcements and Dismissal.

LESSON III

GOD'S GIFT OF DAY AND NIGHT

I. Aim:

To help the child to appreciate the daytime for work and play and the nighttime for sleep and rest as two of the heavenly Father's good gifts to his children, and to help him to feel that the heavenly Father cares for his children constantly, in the darkness as well as in the light.

II. Program of Worship:

Quiet Music: "God's Gift of Day and Night" (Hymn No. 10).

Leader: "This is the day which Jehovah hath made;
We will rejoice and be glad in it"
(Psalm 118. 24).

Leader: Let us tell how glad we are to come here to our heavenly Father's house this morning.

All: "I was glad when they said unto me,
Let us go unto the house of Jehovah."

Leader: Let us sing about our heavenly Father's love for little children in every land.

All (sing): "Giving Thanks" (Hymn No. 21).

Leader: Shall we bring our offering for the little children whom our heavenly Father loves and wants us to help? (Two children are chosen by the Leader to collect the offering.)

Leader (after offering has been brought forward): Let us ask our heavenly Father to bless the gifts of money we have brought.

All (repeat after Leader): "Dear heavenly Father, bless our offering. We ask thee to use it for thy dear little children. Amen."

Leader: What verse in God's book, the Bible, tells us who hath made everything beautiful?

Children: "He hath made everything beautiful" (Ecclesiastes 3. 11a).

Leader: Let us sing about the beautiful world which our Father has made.

All (sing): "This Is My Father's World" (Hymn No. 14).

Leader: Dear heavenly Father, we thank thee for all the good gifts that thou hast placed in thy beautiful world. We thank thee for a bright daytime for work and play. We thank thee for a quiet, dark nighttime for sleep and rest. We thank thee for our homes and for our dear mothers and fathers. Amen.

III. Lesson Plan:

Illustrative Material: Pictures—"Care at Night" (Beginners' Picture Set, No. I). "Jacob's Dream" (Beginners' Picture Set, No. II).

Approach to the Lesson Story: (Show picture "Care at Night.") What is this a picture of? What are some of the good gifts that our heavenly Father gives us to make the nighttime beautiful? Which do you like better, daytime or nighttime? Why? The daytime is nice for work and play, isn't it? But oh, how good it is to have a quiet, dark nighttime for sleep and rest! The heavenly Father knew that mothers and fathers and little children needed the daytime and the nighttime too, so he gave us both. We are going to learn a beautiful song that

tells us about our heavenly Father's gift of day and night. (Quote and then teach "God's Gift of Day and Night," Thomas, Hymn No. 10.)

Lesson Story: "The Heavenly Father's Care for Jacob at Night." Reference: Genesis 28. 1–2, 10–16.

Once upon a time there lived a young man whose name was Jacob. Jacob lived with his mother and father and older brother in a tent in the country. Jacob's father had many, many sheep. Jacob often used to help his father's shepherds to take care of the sheep.

One day Jacob's father said to him, "My son, I want you to go on a long, long journey. I want you to go to visit your uncle who lives in the country far, far away from here. Before you reach your uncle's house you will have to travel many days and many nights."

Jacob knew that he would be very lonely on the long, long journey, but he wanted to obey his father, so he said, "Father, if you want me to go on the journey to my uncle's, I will go."

Then Jacob's mother helped him to get ready for the journey. She packed his clothes in a bundle and made ready a lunch for him to eat along the way. Soon Jacob was all ready to go. He told his mother and father "Good-by," and started down the long, long road that led to his uncle's home.

At first the road was a very pleasant road to travel over. His father's sheep were in the fields near by and his father's shepherds were taking care of them. As long as Jacob could see the sheep and the shepherds he did not feel lonely. After a while he had gone such a long, long way that he could not see the sheep or the shepherds any more. On

and on and on he went, over the hills and through the valleys.

Soon it began to grow dark. Jacob was far from home in a strange country and he felt very lonely. He said to himself: "The night is dark and I am far away from home. There is no one to take care of me." Darker and darker it grew. Jacob knew that it was time for him to lie down and go to sleep. There was no house near where he could find a warm bed, so he had to sleep on the ground. He chose a stone for his pillow and wrapped his long coat about him to keep warm. Then he lay down. Beneath him he could feel the hard, brown earth. Above him twinkled the bright, friendly stars. Soon Jacob was fast asleep.

After Jacob had gone to sleep he had a most beautiful dream. All around him there shone a bright and wonderful light. Above him there was a shining stairway stretching far, far up into the night sky. Upon this stairway, beautiful angels, dressed all in pure white, were moving up and down. Then far, far above the beautiful angels and the bright light, Jacob heard a kind voice speaking to him. It was the voice of God, the Father, and this is what God, the Father, said: "Certainly I am with thee and will keep thee whithersoever thou goest."

When Jacob awoke from his sleep he thought: "I have had such a beautiful dream. No longer will I be lonely; no longer will I be afraid, because now I know that God, our Father, is with me always, in the darkness and in the light."

And every day and every night while Jacob was on his long, long journey, God, our Father, did take care

of him, and God, our Father, brought him safely at last to his uncle's home in the far away country.

Prayer: Dear heavenly Father, we thank thee that thou dost love us and take care of us in the darkness as well as in the light. Amen.

Expression of Lesson: I am going to tell you a verse from God's book, the Bible, which tells us that the daytime and the nighttime both belong to God, our loving heavenly Father. It says, "The day is thine, the night also is thine" (Psalm 74. 16a). Will you say that verse with me? (All repeat verse.)

We are going to our tables now, and on the second page of our little books, that tell us the story of God's good gifts, I believe that we would like to draw a picture of the beautiful nighttime that our heavenly Father has made. Whenever we look at the pictures that we are going to draw, we will remember that God takes care of his children in the darkness as well as in the light. (Children go to their tables and make crayola drawings of the nighttime. Beneath is written the verse: "The day is thine, the night also is thine.")

IV. Period of Recreation:

Games for Girls' Group:

Round and Round the Village, B., p. 290.
Squirrel in Trees, B., p. 185.
Bean Bag Board, B., p. 304.
Farmer in the Dell, B., p. 265.

Games for Boys' Group:

Cat and Rat, B., p. 60.
Squirrel in Trees, B., p. 185.
Puss in the Circle, B., p. 164.
Do This, Do That, B., p. 75.

V. Closing Program:

Quiet Music: "God's Gift of Day and Night" (Hymn No. 10).

Hymn: "God's Gift of Day and Night" (No. 10).

Verse: "The day is thine, the night also is thine."

Hymn: "In Closing" (No. 37).

Pledge of Allegiance to the American Flag.

Pledge of Allegiance to the Christian Flag.

Announcements and Dismissal.

LESSON IV

GOD'S GIFT OF HOMES

I. Aim:

To help the child to understand that the Father's loving care for all his creatures is revealed in his provision of homes for all, and to arouse the child's gratitude to the Father for the gift of his own home.

II. Program of Worship:

Quiet Music: "A Morning in Summer" (No. 129).

Leader: "This is the day which Jehovah hath made;
We will rejoice and be glad in it."

All: "I was glad when they said unto me,
Let us go unto the house of Jehovah."

All (sing): "This Is God's House" (No. 1).

Leader: Dear heavenly Father, we are glad to come here to thy house this morning. We thank thee for thy loving care over us through another night and for the gift of the beautiful morning light. Amen.

All (sing): "God's Gift of Day and Night" (No. 10).

Leader: Let us say our verse that tells us to whom the day and the night belong.

All: "The day is thine, the night also is thine."

Leader: Let us bring our gifts of money that are going to help some other little children whom our heavenly Father loves. (Offering is received.)

All (repeat): Heavenly Father, bless our offer-

ing. We ask thee to use it to help thy dear little children. Amen.

All (sing): "Giving Thanks" (No. 21).

III. Lesson Plan:

Illustrative Material: Pictures of house, ocean or lake, and tree. A bird's nest (or a picture of one). A flower bulb. A cocoon.

Approach to the Lesson Story: (Show picture of house.) What do you see in this picture? Yes, there is a house. Can you tell me another name for a house? It is often called a home, isn't it? Who lives in this kind of home? Yes, a mother and father and some children live there. (Show bird's nest.) And who lives in this kind of home? (Then show successively bulb, picture of ocean or lake, and picture of tree. Ask questions about them and talk with the children about them as the flower's home, the caterpillar's home, the fish's home, and the squirrel's home.)

God, our Father, helped each one of his creatures to find just the right kind of home, didn't he?

Lesson Story: "Which Home Is Best?"[1] (*Christian Nurture Lessons*, Part I: Story 16).

Once upon a time there was a little toad who thought his own home was the best home in the world. Such a funny home as it was too! But God had given it to him, and, of course, it was just the right home for the little toad. Where do you think it was? No, it wasn't a nest in a tree. It was just a little hollow under a stone where it was all dark and damp and cool as could be. The little toad liked it so much that he thought every-

[1] Used by permission of The Morehouse Publishing Company.

body and everything else in the world must wish for such a home as his. So one day when a robin came flying by he called to the robin, and said he, "Please wait a minute, dear robin, I want to ask you something."

So the robin perched overhead on a bough and chirped politely, "Well, sir, what is it?"

Said the little toad,

"Wouldn't you like to live like me,
Under a stone where it's cool as can be?"

But the robin sang:

"It may suit you, but it wouldn't suit me.
I love my nest in the spreading tree.
That's the dear home that God gives me."

Then he flew away. Pretty soon the little toad hopped along near a brook, and he spied a tiny fish swimming in the water, so he asked the fish,

"Wouldn't you like to live like me,
Under a stone where it's cool as can be?"

But the fish said:

"It may suit you, but it wouldn't suit me.
God made the rivers, the lakes, the sea,
Full of clear, bright water for fishes like me."

Then he swam swiftly away. Then a squirrel came whisking by and the little toad asked him,

"Wouldn't you like to live like me,
Under a stone where it's cool as can be?"

But the squirrel twinkled his little bright eyes, and said he:

"It may suit you, but it wouldn't suit me.
I like my nest in the hollow tree;
That's the snug home that God gives me."

Well, the little toad was more and more puzzled, when along came a happy little boy whistling a merry tune. "I'll ask him," said the toad. "He ought to know what home is best." So he called to the boy,

"Wouldn't you like to live like me,
Under a stone where it's cool as can be?"

How the little boy laughed!

"O no," said he, "that might suit you, but it wouldn't suit me.
My father and mother and I, we three,
Have the dearest home in the world, you see;
But mother tells me that God knows best—
For the fishes the sea, for the robin his nest,
For the squirrel his home in the hollow tree,
And for you your stone where it's cool as can be."

So the little toad hopped back happily under his stone, where it was damp and dark and cool as can be.

Prayer: Dear heavenly Father, we thank thee for our homes and for all the dear people in our families who help to make us happy. Amen.

Memory Work: There is a beautiful verse in God's book, the Bible, which tells us where all our good gifts come from. We want to learn that verse now. It says: "Every good gift and every perfect gift is from above, coming down from the Father" (James 1. 17a). (All repeat verse two or three times.)

Expression of Lesson: To-day we are going to

make another page in our little book. This time I think that each one of you would like to draw a picture of one kind of home that God, our Father, has given to the creatures he has made. You may draw the birds' home or the squirrels' home or the children's home, or any other kind of home that you would like to draw. We are going to our tables now and I want you to be ready to tell the teacher at your table just what kind of home you would like best to draw. (Children go to tables and make drawings. Drawings may be made with either pencil or crayola, preferably crayola. Beneath is written the verse, "Every good gift and every perfect gift is from above, coming down from the Father.")

IV. Period of Recreation:

(It is suggested that on this day the period of recreation be shortened, as the Closing Program is unusually long.)

Games for Girls' Group:

Squirrel in Trees, B., p. 185.
Puss in the Circle, B., p. 164.
Round and Round the Village, B., p. 290.

Games for Boys' Group:

Squirrel in Trees, B., p. 185.
Frog in the Middle, B., p. 96.
Center Catch Ball, B., p. 355.

V. Closing Program:

Quiet Music: "Giving Thanks" (No. 21).

Leader: This morning I am going to tell you again the story about Serkess and the little boy who was hungry and lonely and tired, and who wanted

a home and a mother. After you have heard the story, perhaps we will play it together.

Leader (retells story): Little Friends in Far-Off Armenia (found in Lesson I).

Leader (at conclusion of story): Would you like to play that story? Think quietly for a moment and then tell me what people we must have in our story. (Serkess, the little boy, captain and soldiers, teacher, children in Armenian orphanage.)

What places must we have in our story? (Roadside, place from which soldiers start, home where Armenian children live.) I want you to look around the front of our room and choose a good place for the roadside where the little boy is waiting when Serkess finds him. And now we will choose the place where Serkess is standing when our story begins. Now we want to choose a place where the captain and his soldiers are waiting before they begin their march along the dusty road. Last of all we want to choose a good place for the home where the kind teacher and the other little Armenian children are living. (Each of these four places is chosen by the children as the teacher mentions it.)

Now I am going to choose a very little, tired, hungry, lonely boy to be waiting by the roadside, wishing for a home and a mother. Joe, will you play that you are the little boy in our story? (The little boy takes his place by the roadside.) And now we want a bigger boy named Serkess to help our very little boy to find a home and a mother. Edward, would you like to play that you are Serkess? (Serkess takes his place by the roadside at some distance from the little boy.) Now we want a

captain and four brave soldiers to be helpers to those two tired, lonely little children. (Captain and soldiers are chosen and take the place that the children have selected for them.) Last of all we want a teacher and some little children to live in the great, beautiful Home that was built with money sent by kind friends in America. (Teacher and eight or ten children are chosen. They take their places in the Home and sit in a semicircle on the floor, facing the other children in the department. Everything is now in readiness for playing the story. Indicate to the children that you are ready to begin and tell them that you want them to talk just as the people in the story talked. If the children seem to enjoy playing the story, let them play it through two or three times, choosing different children for the parts each time. For further suggestions as to dramatization, refer to Munkres: *Primary Method in the Church School*, Chapter XI.)

Leader (at conclusion of dramatization): Let us sing our song which tells us of our heavenly Father's love for children the wide world over.

Pianist (plays): "Giving Thanks" (No. 21).

All (sing): "Giving Thanks" (No. 21).

Leader: Our dear heavenly Father, we thank thee for our homes and for our mothers and fathers who love us and care for us. We ask thee to bless the hungry, lonely boys and girls in Armenia who have lost their homes and are hungry and tired and lonely. Amen.

Pledge of Allegiance to the American Flag.

Pledge of Allegiance to the Christian Flag.

Announcements and Dismissal.

LESSON V.

GOD'S GIFT OF MOTHER'S LOVE

I. Aim:

To help the child to understand that mother's love is one of God's good gifts to his children and to help him to appreciate the loving care of his own mother.

II. Program of Worship:

Leader: We will listen as the piano tells us a beautiful, quiet story.

Pianist (plays): "Thank You, Father" (No. 16).

Leader: Let us tell how glad we are to come here to our heavenly Father's house this morning.

All (repeat): "I was glad when they said unto me,
Let us go unto the house of Jehovah."

All (sing): "This is God's House" (No. 1).

All (sing): "This Is My Father's World" (No. 14).

Leader: Our dear heavenly Father, we are very thankful to thee for all the good gifts that thou hast given us. We thank thee for thy gift of a beautiful world. We thank thee for thy gift of day and night. We thank thee most of all this morning for our homes and for our dear mothers and fathers. Amen.

Leader: We are ready now to bring our gifts of money that are going to help some of the little children whom our heavenly Father loves. (Offering is received.)

Leader (after offering has been brought forward): Let us ask our heavenly Father to bless the gifts we have brought.

All: Heavenly Father, bless our offering. We ask thee to use it to help thy dear little children. Amen.

All (sing): "Giving Thanks" (No. 21).

III. Lesson Plan:

Illustrative Material: Pictures—"Feeding Her Birds," Millet (Perry Picture Company). "The Drink" (Beginners' Picture Set, Part I). "The Dedication of Samuel," Topham (Beginners' Picture Set, Part I).

Approach to the Lesson Story: (Show picture, "Feeding Her Birds.") Whom do you see in this picture? What is the mother doing? Yes, she is giving her little children something to eat.

(Show picture, "The Drink.") And what is the mother in this picture doing? Yes, she is giving her little boy a drink.

Tell us some of the things that your mother does to show you that she loves you. (Encourage the children to tell of as many things as they can that their mothers do for them.) Why do our mothers do all these things for us?

Lesson Story: "Hannah's Love for Her Boy, Samuel." References: 1 Samuel 1. 1–2; 9–11; 19–28; 2. 18–19.

Once upon a time there lived a woman named Hannah. God, the Father, had given Hannah many things to make her happy. He had given her a beautiful home, a kind husband, and many friends. But there was one thing that Hannah wanted more

than anything else in the world, that she did not have. That was a dear little child of her very own.

One year, when the fruits were all ripe and the farmers had gathered all the grain into the barns, Hannah went on a visit to God's house. There she asked God, the Father, to give her a dear baby boy all of her very own. "If you will give me a little boy of my own," Hannah said, "when he is big enough to take care of himself, I will bring him here to your house, and he shall stay here always and be your helper." After Hannah had talked with God, the Father, she went back to her home.

Many months came and went, and then one day a very wonderful thing happened. A dear baby boy came to live in Hannah's home. Oh, how happy Hannah was! She said, "I will call my little boy Samuel, because he is a gift from God, the Father."

That year, when the fruits were all ripe and the farmers had gathered the grain into the barns, Hannah did not go on a visit to God's house, because she had to stay at home and take care of her little baby. Every day she dressed him and fed him and cared for him and put him to sleep, and every day she loved him more and more.

Day by day and week by week little Samuel kept on growing and growing. After a while he was old enough to learn how to walk, and then soon he learned how to talk to his mother and father. Every night when the mother put her little boy to bed, she told him stories about God, the Father, and his love for little children. And every night she said: "Samuel, when you grow old enough to take care of yourself, I am going to take you to

live in God's house. There you can learn how to be God's little helper."

One day, when Samuel had grown old enough to feed himself and dress himself, Hannah and his father took him on the long journey to God's house. There lived there a very kind old man whose name was Eli. Hannah said to Eli: "This little boy is named Samuel. I have brought him here to live with you. I want you to teach him how to be a helper in God's house." Then Hannah kissed her dear little boy "good-by," and she and her husband went back home without him.

Now, Eli was very old and was almost blind, so he needed some one to help him take care of God's house. He was glad to have Samuel for his little helper. Samuel helped Eli to keep God's house bright and clean, and he ran errands whenever Eli asked him to.

But do you think that Hannah forgot all about little Samuel? No, indeed, she did not. Every year, when the fruits were ripe, and the farmers had gathered the grain into the barns, Hannah went on the long journey to God's house. Each year she took with her a pretty, new coat that she had made for her little boy. Samuel was always glad to see his dear mother, and he had a very happy time with her whenever she came to visit him. He told her how he helped Eli to keep God's house bright and clean and how he went on errands, whenever Eli asked him to. And Hannah always went home happy, because she knew that her little boy was learning to be God's helper.

Prayer: Our heavenly Father, we thank thee for the story of the dear mother who loved her little

boy so much. We thank thee for our own mothers, who do many things to help us and make us happy. Amen.

Expression of Lesson: (Show picture "The Dedication of Samuel.") Whom do you see in this picture? Yes, it is the boy, Samuel, and his mother, Hannah. Who is the kind old man?

We are going to play that we are the people in this picture, and make a picture just like it. I want each one of you to think quietly for a moment, and then I want you to be ready to tell me what person in the picture you would like to play that you are. (Let the children choose their parts in the picture, and then call upon three children to pose the parts that they have chosen. If the children enjoy doing this, call upon two or three different groups to pose the picture.)

Because we are so thankful to our heavenly Father this morning for our mothers and all the other good gifts that he has given us, we are going to learn a song which teaches us to say "Thank You" to him for all his goodness to us. (Quote and then teach "Thank You, Father," Thomas, Hymn No. 16.)

A little while ago you told me some of the things that our mothers do to help us. When we go to our tables this morning I believe that each one of you would like to draw in your little book a picture of something that yout mother does to help you and make you happy. Think quietly for a moment, and then be ready to tell me what you would like to draw. (After you are sure that each child has definitely in mind the thing that he wants to draw, have children go to their tables. Then

give out books and pencils, and let children commence their work.)

IV. Period of Recreation:

Games for Girls' Group: Do not attempt to teach any new games in this lesson. Let the girls suggest favorite games from the number that have been already learned.

Games for Boys' Group: Do not attempt to teach any new games in this lesson. Let the boys suggest favorite games from the number that they have learned during the past week.

V. Closing Program:

Quiet Music: "Thank You, Father" (Hymn No. 16).

Hymn: "Thank You, Father" (No. 16).

Verse: "Every good gift and every perfect gift is from above, coming down from the Father."

Hymn: "In Closing" (No. 37).

Pledge of Allegiance to the American Flag.

Pledge of Allegiance to the Christian Flag.

Announcements and Dismissal.

LESSON VI

THANKING THE FATHER FOR GOOD GIFTS

I. Aim:

To help the child to discover many things for which he may be grateful, and to help him to find means of expressing his gratitude to the heavenly Father for all his good gifts.

II. Program of Worship:

Leader: We will listen quietly to the story that the piano is going to tell us.

Pianist (plays): "Thank the Lord for All His Love" (No. 18).

All: "I was glad when they said unto me,
Let us go unto the house of Jehovah."

Leader: "Enter into his gates with thanksgiving,
And into his courts with praise:
Give thanks unto him, and bless his name.
For Jehovah is good." (Psalm 100. 4, 5a).

Pianist (plays): "This Is God's House" (No. 1).

All (sing): "This Is God's House" (No. 1).

Leader: Let us talk with our loving heavenly Father.

"We thank thee, O our Father,
For all thy loving care;
We thank thee that thou madest
The world so bright and fair.

"We thank thee for the sunshine,
And for the pleasant showers;
And, O our God, we thank thee,
We thank thee for the flowers."

Leader: We are very thankful to our heavenly Father this morning for all his good gifts to us, aren't we, boys and girls? One of the best ways in which we can show our love and thanks to him is by bringing our gifts of money that are going to help some of the little children whom he loves. (Offering is received.)

Leader (after offering has been brought forward): Let us ask our heavenly Father to bless the gifts that we have brought.

All: Dear heavenly Father, bless our offering. We ask thee to use it for thy dear children. Amen.

III. Lesson Plan:

Memory Work: There is a beautiful hymn that asks our heavenly Father to bless the gifts of money that we bring to help other children. We are going to learn to sing that together now. (Quote and then teach, "Gifts of Love," No. 29.)

Material for Illustration: Pictures—"We Give Thee Thanks," Jessie Wilcox Smith (Cosmopolitan Print Dep't). "Baby's Prayer," Jessie Wilcox Smith (Cosmopolitan Print Dep't.) "Harvest Time" (Beginners' Picture Set, Part I).

Approach to the Lesson Story: (Show picture, "We Give Thee Thanks.") Whom do you see in this picture? What are the children doing? What do you think they are saying? (All sing stanza 2, "Thank You, Father," Hymn No. 16.) Let us make believe that we are gathered around the

breakfast table in our own homes. Before we eat, let us bow our heads and close our eyes and say, "Thank You, Father, for the food so good to eat." (Children do as Leader has suggested.)

(Show picture, "Baby's Prayer.") Whom do you see in this picture? What is the little child doing? What do you think he is saying? (All sing stanza 3, "Thank You, Father," Hymn No. 16.) And now let us make believe that it is bedtime. Before we go to sleep, we will bow our heads and close our eyes and say, "Thank You, Father, for play and rest." (Children do as Leader has suggested.)

Lesson Story: "Thanking God for the Gift of Food." There was once a little boy named John who lived in a pretty house in the country. John's father was a farmer and had a big garden where he planted many, many seeds every year in the springtime. All through the spring John's father took very good care of his garden and when the summer and the fall came, the garden was full of vegetables that he picked and stored away in the barn for food during the long, cold winter.

One bright, beautiful, spring day John was six years old. For a birthday gift his father and mother gave him a little garden of his very own. This gift made John very happy. He thought how lovely it would be to plant little seeds in his garden, and watch them grow.

When John went out of doors with his father to see his new garden, his father said: "This first year, John, I think you had better plant just one kind of seed in your garden. Think hard and then tell me what kind of vegetable you would like best to grow."

John thought and thought and thought. He thought of all the vegetables that grew in his father's garden, of the beets and carrots and onions and tomatoes and ever and ever so many more. Then all of a sudden he remembered the great, round golden pumpkins that ripened in the fall and were picked and stored away in the big barn, until John and his mother and father needed them for food during the long, cold winter time.

"Father," said he, "I would like to have some great, round golden pumpkins growing in my garden. When the fall comes they will be ripe. Then I can pick them and store them away in the barn so that we can all enjoy them when the cold winter days come."

So John's father went to the barn where he kept many different kinds of seeds. Out of one box he took some tiny pumpkin seeds. From one corner of the barn, he took his own big spade and a little spade, just big enough for John to use. Then he went back to John's garden.

He and John worked together with their spades, turning the earth over and over until it was soft and ready for the seeds. Then John planted his little seeds and covered them up with warm, brown earth. Next he brought a can of water and watered the earth well, so that the thirsty seeds might have a drink.

After the seeds had been planted, John watched his garden every day. Soon the warm, bright sunshine called to the seeds: "Wake up, little seeds, wake up! It is time to grow."

Then the little seeds woke up far down in the earth where John could not see them. They sent

out tiny green plants which pushed their heads up and up and up, until one morning they came out above the ground. That morning when John came out to look at his garden, he found these little plants, tiny and new and beautiful to see. He was very glad to see the plants that were growing from his little pumpkin seeds. Every day he watered them and cared for them and pulled up all the weeds that were trying to keep the plants from growing.

Springtime went, and summer came, and the little green plants kept on growing and growing. After a while each plant sent forth a big, yellow bud, and when the sunbeams kissed the buds, they opened into great, golden flowers.

After a while the flowers disappeared, but in place of the flowers something tiny and round and green appeared on each plant. These were the little pumpkins. Every day they grew bigger and bigger and bigger. At last when they had grown to be very large and very round, they turned from green to a beautiful golden color. Then they were ripe enough to pick.

John's father helped him pick the pumpkins, and then he and John together lifted them into the wheelbarrow and wheeled them into the barn. Here they were to stay until they should be needed for food during the cold, winter days.

After the pumpkins had been placed in a pile in one corner, John looked around at all the other fruits and vegetables that his father had stored away in the barn. Oh, there were so many good things! There were barrels of red, juicy apples. There were boxes full of carrots and beets. There

were bunches of corn. There were great heaps of onions and potatoes. And last of all there was a pile of great round, golden pumpkins from John's own garden.

While John was looking at all the good things that were stored away in the barn, his father said: "John, all these fruits and vegetables are our heavenly Father's good gifts to his children. He does not want us to be hungry in the long cold winter time and so he sends us these good gifts of food."

Then John said: "I would like to thank our heavenly Father for his good gifts."

So John and his father quietly bowed their heads and said: "We thank thee, heavenly Father, for these good gifts of food."

And the heavenly Father's heart was glad, because a little boy and his father had remembered to say "Thank you" to him for his good gifts.

Expression of Lesson: (Show picture, "Harvest Time," and have children mention good gifts of food shown therein.)

When can we say "Thank you" to our heavenly Father for all his good gifts? (Emphasize the thought that we may talk with God at any time and in any place. Try to make prayer seem a natural and beautiful thing to every child in the group.)

There is a verse in God's book, the Bible, which tells us how good it is to thank God, our Father, for his good gifts. It says:

> "It is a good thing to give thanks unto Jehovah,
> And to sing praises unto thy name, O Most High" (Psalm 92. 1).

Would you like to learn that beautiful verse with me? (Teach verse.)

This morning I think that perhaps we might like to put in our little books a picture of a little girl who is talking with our heavenly Father. I don't know what she is saying to him, but I think that she may be thanking him for his good gifts. (Children go to tables and mount picture, "St. Mary, the Virgin," by Ittenbach. Beneath is written the verse:

> "It is a good thing to give thanks unto Jehovah,
> And to sing praises unto thy name, O Most High."

IV. Period of Recreation:

Game for Girls' Group:

Puss in the Circle, B., p. 164.
Mulberry Bush, B., p. 284.
Cat and Rat, B., p. 60.
Did You Ever See a Lassie? B., p. 261.

Games for Boys' Group:

Center Catch Ball, B., p. 355.
Frog in the Middle, B., p. 96.
Hopping Relay Race, B., p. 106.
Squirrel in Trees, B., p. 185.

V. Closing Program:

Quiet Music: "Thank You, Father" (Hymn No. 16).

All (sing): "Thank You, Father."

Leader: To whom is it good to give thanks for all our good gifts?

All: "It is a good thing to give thanks unto Jehovah,
And to sing praises unto thy name, O Most High."

Leader: Think quietly for a moment, and then be ready to tell me something that you would like to thank our heavenly Father for. (Give several children chance to respond. Then weave their responses into a prayer of thanksgiving.)

All (sing): "In Closing" (Hymn No. 37).

Pledge of Allegiance to the American Flag.

Pledge of Allegiance to the Christian Flag.

Announcements and Dismissal.

THEME II. JESUS, GOD'S BEST HELPER

AIM: To help the child to know and love Jesus as God's Son and his best Helper, by showing him the acts of loving thoughtfulness for others that characterized Jesus' entire life; to arouse in him the desire to be kind and loving and helpful, as Jesus was; and to open up to him ways of loving service in which he may follow the example set by Jesus.

LESSON VII

GOD'S BEST GIFT—THE BABY JESUS

I. Aim:

To help the child to appreciate God's wonderful love as shown by his gift of Jesus, and to awaken in him a love for the Christ Child.

II. Program of Worship:

Quiet Music: "The Christ Child" (No. 78).
Call to Worship:

"I was glad when they said unto me,
Let us go unto the house of Jehovah."

Hymn: "This Is God's House" (No. 1).
Responsive Service:

Leader: Who hath made everything beautiful?
Children: "He hath made everything beautiful."
Leader: From whom does every good gift come?
Children: "Every good gift and every perfect gift is from above, coming down from the Father."
Leader: To whom is it good to give thanks for all our good gifts?
Children: "It is a good thing to give thanks unto Jehovah,
And to sing praises unto thy name,
O Most High."

Hymn: "Thank You, Father" (No. 16).
Prayer: Our dear heavenly Father, we are glad to say "Thank you" this morning for all the good

gifts that thou hast given to us, thy children. Amen.

Offering.

Offertory Hymn: "Gifts of Love" (No. 29).

III. Lesson Plan:

Material for Illustration: Pictures—"Holy Night," Correggio (Perry Picture Company). "Star of Bethlehem," Pighlein (Perry Picture Company).

Lesson Story: "The Coming of the Little Lord Jesus." References: Luke 1. 26–35; 2. 1–7; Matthew 1. 20–21; John 3. 16.

Long, long years ago, God, our Father, had given his children who lived in this great, round, wonderful, beautiful world many, many things to make them happy. He had given them the singing birds and the brightly colored butterflies. He had given them the tall, strong trees and the lovely flowers. He had given them a beautiful, bright daytime for work and play and a quiet, dark nighttime for sleep and rest. He had given them mothers and fathers to love them and care for them. But God, our Father, loved his children so much that he wanted to send them a gift that was better than any of these. He wanted them to have the very best gift that he knew how to give.

And so God said: "I will send my children the gift of my own dear Son, Jesus. He shall go into the world as a little baby. After he grows up, he shall be my Helper and shall tell people everywhere how much God, their Father, loves and cares for them."

But God, our Father, knew that if he was going to send the baby Jesus into the world, he must find a mother gentle and loving to care for the

baby, and a father strong and kind to make a home for the dear baby to live in.

So God sent one of his beautiful angels with a message to a young woman named Mary. The angel said to Mary: "Some day God, the Father, is going to send you a dear little baby to love and care for. He will be God's Son and you shall call his name Jesus."

Then God sent his angel messenger to a good man named Joseph, who was Mary's husband. And the angel said to Joseph: "Some day God, the Father, is going to send a dear little baby into your home for you and Mary to love and care for. He will be God's Son and you shall call his name Jesus."

Mary and Joseph were very happy at the good news that the angel brought. They worked hard every day to make their home bright and clean and sweet to receive the dear little Jesus whom God's angel messenger had promised.

Many, many months passed, and still Joseph and Mary were waiting for the coming of the baby Jesus. Then one day they had to leave their home for a little while and go on a long journey to a little town called Bethlehem. So they made ready for the journey and started on their way. After traveling many days, they came one night to Bethlehem. They were very tired after their long journey and they wanted to find a room where they could sleep and rest. But there were many strangers in the little town of Bethlehem that night, and every room in every house was full of people. There was no room for Joseph and Mary. Joseph knew that he could sleep out of doors, but

he thought that perhaps the baby Jesus would come that night, and he wanted to find a place where Mary and the dear baby could be warm and sleep well.

Joseph looked everywhere for a place where Mary could rest. At last he found a stable where the cows and donkeys and nice woolly sheep slept. He took Mary there. There on the soft, sweet hay Mary and Joseph rested, and there that very night a most wonderful thing happened. The little baby Jesus was born. Mary did not have a bed for her baby, so she laid him in a box filled with soft, sweet hay. This box was called a manger. Wasn't that a strange bed for a little new baby?

Mary and Joseph were very happy that the dear baby Jesus had come to make their hearts glad. They thanked God, the Father, for sending them such a precious gift.

And that night when the baby Jesus was born was the very first Christmas night. And ever since then we have Christmas every year, because we always want to remember the birthday of Jesus, God's best gift.

Prayer: Our dear heavenly Father, we thank thee for sending us the gift of the dear baby Jesus. Amen.

Memory Work: Why did God send us the gift of the baby Jesus? (Because he loved us.) There is a verse in God's book, the Bible, which says: "God so loved the world, that he gave his only begotten Son" (John 3. 16a). And that means that God loved all the people in the world so much that he sent his only Son, Jesus, to live with us and be our Friend. I am going to say the verse

once more and then I want you to learn to say it with me. (Teach verse.)

(Show picture, "Holy Night.") Whom do you see in this picture? At whom are all the people looking? Do you think that they are glad to see the baby Jesus? Don't you wish that you might have seen him too?

We are going to learn a beautiful song which tells us about the dear baby in the manger-cradle. (Quote and then teach stanza 1, "The Christ Child," No. 78.)

Expression of Lesson: (Show picture, "Star of Bethlehem.") Whom do you see in this picture? At whom are the child angels looking? Do you think that they love that little baby?

We are going to our tables now, and to-day we are going to put in our little books a picture of the dear baby Jesus and his mother. Whenever we look at the picture we will think of how good God was to send us the wonderful gift of his Son, Jesus. (Children go to tables and mount picture, "Star of Bethlehem." Beneath is written the verse, "God so loved the world, that he gave his only begotten Son."

IV. Period of Recreation:

Games for Girls' Group:

Do This, Do That, B., p.75.
Slap Jack, B., p. 178.
Mulberry Bush, B., p. 283.
Farmer in the Dell, B., p. 265.

Games for Boys' Group:

Do This, Do That, B., p. 75.
Charley Over the Water, B., p. 65.

Bean Bag Board, B., p. 304.
Drop the Handkerchief, B., p. 80.

V. Closing Program of Worship:

Quiet Music: "Silent Night" (Hymn No. 82).

Leader: Shall we sing our song that tells us about God's best gift—the baby Jesus?

All (sing): "The Christ Child" (Hymn No. 78, stanza 1).

Leader: What beautiful verse tells us about God's gift of his only Son?

All (repeat): "God so loved the world that he gave his only begotten Son."

Leader: Before we go to our homes, I believe that we would like to sing "Thank You" to our loving heavenly Father for all his good gifts.

Pianist (plays): "In Closing" (Hymn No. 37).

All (sing): "In Closing" (No. 37).

Pledge of Allegiance to the American Flag.

Pledge of Allegiance to the Christian Flag.

Announcements and Dismissal.

LESSON VIII

THE WISE MEN'S VISIT TO THE BABY JESUS

I. Aim:

To help the child to share in the joy of those who saw the dear baby Jesus.

II. Program of Worship:

Quiet Music: "Silent Night" (No. 82).
Call to Worship:

"I was glad when they said unto me,
Let us go unto the house of Jehovah."

Hymn: "This Is God's House" (No. 1).
Offering.
Hymn: "Gifts of Love" (No. 29).
Leader: What verse in God's book, the Bible, tells us about the best gift that God, our Father, ever gave his children?
All: "God so loved the world, that he gave his only begotten Son."
Leader (quotes):

"Away in a manger, no crib for a bed,
The little Lord Jesus laid down his sweet head.
The stars in the bright sky looked down where he lay,
The little Lord Jesus asleep on the hay.

"The cattle are lowing, the baby awakes,
But little Lord Jesus no crying he makes.
I love thee, Lord Jesus; look down from the sky,
And stay by my side until morning is nigh."
(Martin Luther.)

All (sing): "The Christ Child" (No. 78, stanza 1).

III. Lesson Plan:

Material for Illustration: Picture—"The Wise Men's Journey" (Beginners' Picture Set, Part I).

Lesson Story: "Three Wise Men Visit the Baby Jesus." Reference: Matthew 2. 1–6, 9–11.

Long, long years ago, at the time when the dear baby Jesus was born in Bethlehem, there lived three men called Wise Men. These Wise Men loved to watch the stars. In the beautiful night-time they used to look up into the dark-blue sky to see if they could find any new star there; for they thought that every time a new star appeared it meant that somewhere a little child had been born who would grow to be a great and good man.

One night, as the three Wise Men were looking up into the sky, there shone before them a new star, the most wonderful that they had ever seen. Large and bright and beautiful it was, and as the Wise Men watched it, they said to each other: "The new star must mean that a king has been born, the most wonderful king who has ever lived. Let us go to find him and let us take with us rich gifts to show the king how glad we are to see him."

Then the Wise Men gathered together their gold and other precious treasures to take as their gifts

of love to the King. They did not know where the new King lived, nor what his name was, but they believed that if they followed the beautiful star, it would guide them to his home. And so they began to make ready for their journey.

In the country where the Wise Men lived people who went on long journeys rode on the backs of great camels. I think that the Wise Men bought the tallest and strongest and finest camels they could find, for they were going to visit the King, and they wanted to get to him as soon as they could.

When the Wise Men were all ready for their journey they sat upon the backs of the camels, and the camels started on their way. On and on and on they traveled, across the hot sands of the desert, over the hills, and through the valleys. Every night they watched for the star, and every night the star led them a little farther away from their own homes and a little nearer the home of the King.

At last one day they rode into a great city named Jerusalem. They thought they would ask some of the people in the city if they knew where the new King lived, and so they said: "Where is he that is born King of the Jews? for we saw his star in the East and are come to worship him!"

Then some of the teachers in God's house in Jerusalem said to the Wise Men: "Long years ago God, our Father, promised that a wonderful King should be born in the little town of Bethlehem. Bethlehem is not far from here. Perhaps if you go there, you will find the King for whom you are looking."

Then the Wise Men left the great city of Jeru-

salem and journeyed on down the road to Bethlehem, and as they traveled they saw shining brightly above them the beautiful star that had told them of the coming of the King. The star seemed to move and show them the way to go, and at last it led them to a house in Bethlehem.

"This must be the home of the King," said the Wise Men one to another. How glad they were to think that at last they had come to their journey's end! Leaving their camels outside the door, they entered the house. And there in his mother's arms they saw the little new-born King, the dear baby Jesus. He was God's only and dearly loved Son, and though he was only a little child now, some day he was going to grow to be the greatest and kindest and most loving King that had ever lived.

The Wise Men knelt down before the baby Jesus. Beside him they placed the beautiful gifts they had brought. I think that they gently touched his baby hands. And in their hearts that night there was great joy. Their journey was ended. Their gifts of love were offered. They had found Jesus, the King.

Prayer: Our dear heavenly Father, we are glad to hear the beautiful story of the three Wise Men who went on the long, long journey to take gifts of love to Jesus, the new-born King. We wish that we might have seen the dear baby Jesus too. Amen.

Teaching of the Hymn: "The Christ Child" (No. 78, stanzas 3 and 4).

I am going to tell you another part of our song about the baby Jesus, that tells us about the Wise Men who came to visit him. (Show picture, "The Wise Men's Journey." Then quote and teach

stanza 3 of hymn. Next quote and teach stanza 4. After children have learned these two new stanzas, have them sing stanzas 1, 3, and 4.)

Expression of Lesson: We are going to our tables now, and in our books we are going to put a picture of the Wise Men who came to bring their gifts of love to the baby Jesus. (Children go to their tables and mount pictures, "The Worship of the Magi," by H. Hofmann.)

IV. Period of Recreation:

Games for Girls' Group:

Do This, Do That, B., p. 75.
Squirrel in Trees, B., p. 185.
Round and Round the Village, B., p. 290.
Mulberry Bush, B., p. 283.

Games for Boys' Group:

Cat and Rat, B., p. 60.
Center Catch Ball, B., p. 355.
Frog in the Middle, B., p. 96.
Hopping Relay Race, B., p. 106.

V. Closing Program:

(The children will enjoy singing over all the hymns that tell them about God's good gifts. Have pianist play each hymn through softly, before children begin to sing it.)

"This Is My Father's World" (No. 14).
"God's Gift of Day and Night" (No. 10).
"The Christ Child" (No. 78).
"In Closing" (No. 37).
Pledge of Allegiance to the American Flag.
Pledge of Allegiance to the Christian Flag.
Announcements and Dismissal.

LESSON IX

JESUS HELPING IN HIS HOME

I. Aim:

To arouse in the child the desire to cultivate the spirit of helpfulness and happiness that characterized Jesus' early life in his home in Nazareth.

II. Program of Worship:

Quiet Music: "The Playmate of Nazareth" (Hymn No. 115).

Leader: Dear heavenly Father, we thank thee that we can come here to thy house to-day. We thank thee for the gift of a beautiful world. We thank thee for our homes and for our mothers and fathers. We thank thee most of all for thy very best gift, the dear baby Jesus. Amen.

Leader: Let us bring our gifts of money that are going to help make other little children happy. (Offering is received.)

All (sing): "Gifts of Love" (Hymn No. 29).

Leader: Let us say our verse which tells us about God, our Father's best gift of love to his children.

All (repeat): "God so loved the world, that he gave his only begotten Son."

Leader: What does that verse mean?

Leader: Shall we sing about the dear baby Jesus in the manger-cradle at Bethlehem?

All (sing): "The Christ Child" (Hymn No. 78, stanzas 1, 3, 4).

III. Lesson Plan:

Illustrative Material: Picture—"The Boy Christ," Hofmann (Perry Picture Company). *Model*—Oriental House. (For directions for making, refer to Munkres, *Primary Method in the Church School*, p. 154.)

Approach to the Lesson Story: The song we have just been singing tells us a story about the little baby Jesus, doesn't it? Do you remember what beautiful day is Jesus' birthday? Yes, on Christmas Day Jesus was born in the little town of Bethlehem. Jesus' mother took very good care of him, and soon Jesus began to grow and grow and grow. When Jesus was still a little boy his mother and father took him to a new home to live. The new home looked something like this. (Show model of Oriental house.) Does this look like the house that you live in? No, it has no windows and only one door. The stairway leads up to the roof. Sometimes on warm nights, it was very hot in the little white house. Then Jesus and his mother and father would go up the little stairway and sleep right out on the roof.

All day long Jesus' father used to work very hard. He was a carpenter. What kind of work does a carpenter do? Yes, he makes many kinds of things out of wood. Jesus' father had to work very, very hard, for after a while, some little brothers and sisters came to live in Jesus' home, and the father had to earn money enough to buy food and clothes for them all.

Jesus was the oldest of all the children, and every year he grew stronger and taller. Here is a picture of Jesus, when he was just a little older

than some of you boys here. (Show picture, "The Boy Christ.")

Lesson Story: "Jesus Helps His Mother and Father." A long time ago in a far-away country the boy Jesus lived with his mother and father and little brothers and sisters. They lived in a little white house with no windows and only one door. Because Jesus was the oldest boy in the family, he loved to help his mother and father, and he loved to help care for his little brothers and sisters.

Many times Jesus' mother had to go away from home for a little while, and whenever she went, I think she must have said to Jesus: "Jesus, will you take care of your brothers and sisters while I am away?"

And I am sure that Jesus answered gladly, "Yes, mother, I will."

After his mother went out I think that Jesus watched his baby brother to see that he didn't fall and hurt himself, and I think that he played games with his other brothers and sisters. Oh, what a happy time they must have had together!

When the mother came home again and began to get the food ready for the family to eat, she needed some water for the thirsty little children to drink. And so I think she said to Jesus: "Jesus, will you bring me some water?"

And I am sure that Jesus answered gladly, "Yes, mother, I will."

Now, Jesus could not turn on the faucet and draw the water from that, because there was no faucet and no water anywhere in the little white house. So he lifted a water jar up on his head

and hurried down the hill to the well, where all the people in the little town came to get water to drink. Jesus filled his jar with water from the well. Then he lifted the jar up on his head and carried it back up the hill to his home.

When the mother had made the food all ready for the family to eat, the father stopped his work. Then Jesus and his mother and father and his little brothers and sisters sat down in a circle on the floor. Before they ate their food they always remembered to thank God, our Father, for his good gift of food. After they had thanked the heavenly Father they began to eat. Sometimes they had bread that looked just like round crackers, and honey and milk and fruit.

In the afternoons I think that Jesus used to play with the other children who lived near his home. What a good time Jesus had when he played! I am sure that no one of the children could run faster or play harder than he. All the boys and girls liked to play with him, because he always shared his things with them and because he was very kind to the little children and to the children who were frightened or hurt.

Sometimes when Jesus was playing and having the very happiest time that you can think of, his father must have called to him and said: "Jesus, I have finished my work. I want you to pick up the scraps of wood from the ground and help me put away my tools."

Jesus wanted so much to keep on playing. He was having such a good time with the other boys and girls. But he knew that his father needed him, and I am sure that he went quickly when his

father called. First he picked up all the little scraps of wood that had fallen from the bench where his father worked. Then he took his father's tools and put them carefully away.

When Jesus had finished helping his father it was time for supper, and when supper was over it was time for Jesus and all the little brothers and sisters to go to bed.

When Jesus went to kiss his mother good night, I think she said: "Good night, little Jesus! Thank you for helping me and for caring for your little brothers and sisters to-day."

And when Jesus went to tell his father good night, I think his father said: "Good night, little Jesus! Thank you for helping me with my work this afternoon."

And I know that Jesus went to bed happy, because that day he had been able to help his mother and father.

Prayer: Dear heavenly Father, we are glad to hear the story of the little Lord Jesus, who was a helpful, happy child in his home. Amen.

Memory Work: There is a beautiful song that tells us about the little Lord Jesus in his home in the little town of Nazareth, that I think we would like to learn this morning. (Quote and then teach "The Playmate of Nazareth," Hymn No. 115.)

Expression of Lesson: Would you like to be a helpful, happy child just like the little Lord Jesus? What are you going to try to do to help your mother to-day? What are you going to do to help your father? How are you going to make brothers and sisters and playmates happy?

We are going to our tables now, and on the next

page of our little books I think we would like to put a picture of the little Lord Jesus helping in his home in Nazareth. (Children go to their tables and mount picture, "The Childhood of Christ," by Hofmann.)

IV. Period of Recreation:

Games for Girls' Group:

Slap Jack, B., p. 178.
Puss in the Circle, B., p. 164.
Bean Bag Board, B., p. 304.
Oats, Peas, Beans, B., p. 287.

Games for Boys' Group:

Charley Over the Water, B., p. 65.
Squirrel in Trees, B., p. 185.
Slap Jack, B., p. 178.
I Say "Stoop," B., p. 113.

V. Closing Program:

Quiet Music: "The Playmate of Nazareth" (No. 115).

Hymn: "The Playmate of Nazareth" (No. 115).

Prayer Hymn: "In Closing" (Hymn No. 37).

Pledge of Allegiance to the American Flag.

Pledge of Allegiance to the Christian Flag.

Announcements and Dismissal.

LESSON X

JESUS BLESSING LITTLE CHILDREN

I. Aim:

To help the child to feel that Jesus loves and cares for him, just as he loved the little children who were brought to him in the long ago, and to help him to manifest a loving interest in babies and very little children.

II. Program of Worship:

Quiet Music: "I Think When I Read That Sweet Story of Old" (No. 27).

Call to Worship:

"I was glad when they said unto me,
Let us go unto the house of Jehovah."

Hymn: "This Is God's House" (No. 1).

Prayer: Dear heavenly Father, we are glad to come here to thy house this morning. We thank thee that thou lovest us and all little children everywhere. Amen.

Hymn: "Giving Thanks" (No. 21).

Offering.

Offertory Hymn: "Gifts of Love" (No. 29).

Responsive Service:

Leader: Who hath made everything beautiful?

Children: "He hath made everything beautiful."

Leader: From whom does every good gift come?

Children: "Every good gift and every perfect gift is from above, coming down from the Father."

Leader: To whom is it good to give thanks for all our good gifts?

Children:

"It is a good thing to give thanks unto Jehovah,
And to sing praises unto thy name, O Most High."

Leader: What was the very best gift that God, our Father, ever gave to his children?

Children: "God so loved the world, that he gave his only begotten Son."

Leader: Shall we sing about the dear baby Jesus, God's best gift?

Hymn: "The Christ Child" (No. 78, stanzas 1, 3, and 4).

III. Lesson Plan:

Illustrative Material: Picture—"Christ Blessing Little Children" (Plockhorst).

Approach to the Lesson Story: We have just been singing about the dear baby Jesus in the manger cradle in Bethlehem. Jesus did not always live in Bethlehem. When he was still a very little boy his mother and father took him to live in the little town of Nazareth. Can you tell me in what kind of house Jesus lived when he was a little boy? Who else lived with Jesus in the little white house that

had no windows and only one door? How did Jesus help his mother? How did he help his father? What did he do to make his little brothers and sisters happy? Let us sing about the little Lord Jesus who was a helpful, happy child in his home in Nazareth.

All (sing): "The Playmate of Nazareth" (Hymn No. 115).

Every year Jesus kept on growing taller and stronger and kinder. After a while he had grown from a little boy into a big boy, and after another long, long time he had grown from a big boy into a man. After he had grown to be a man, he went about the country, teaching people about God, the Father, and helping them in every way he could. Everywhere he went many people loved him because of his kind and helpful deeds.

Lesson Story: "Jesus Shows His Love for Children" (Mark 10. 13–16).

Long years ago in that far-away country where Jesus lived, there lived a mother and father and two little boys and two little girls. They lived in a pretty white house in the country.

Every night when the mother put the little boys and girls to bed she told them about Jesus, the kind Friend. She told them that Jesus made sad people happy. She told them that Jesus helped sick boys and girls to grow well. And she told them that Jesus told mothers and fathers and little children the most beautiful stories they had ever heard.

Every night when the mother finished telling about Jesus, the little boys and girls would say, "Mother, if Jesus ever comes to visit the little

town near our home, will you take us to see him?" And the mother always said, "Yes, I will."

One night when the father came home from work, he said, "Jesus is coming to visit the little town near our home to-morrow."

Then the little girls and boys said to their mother, "Oh, mother, will you take us to see Jesus?"

And the mother said: "Yes, I will. We will all go to see Jesus."

How happy those little girls and boys were! As soon as supper was over, they went to bed, because they wanted to be sure to wake up bright and early the next morning. And bright and early the next morning they all awoke. After breakfast was over, their mother dressed them in their prettiest clothes, and soon they were all ready to start for the little town near their home, where Jesus was.

After they left the pretty white house, the oldest girl and boy ran ahead, but the little boy and girl kept tight hold of their mother's hand. Soon they all stopped by the roadside to gather flowers—bright blue and yellow ones—to take as their gift to Jesus.

Before very long they met other mothers and little children. These other mothers and children had heard about Jesus too, and they were all going to the little town to see him.

After a while all the mothers and children came to the little town. In one of the streets they saw a great many people standing and listening quietly to someone who was talking to them. Then the mothers and children said: "Jesus must be there," and they hurried down the street as fast as they could.

When they came to the place where the people were standing, they made their way through the crowd as quickly as they could. They did so want to get very near Jesus, so that they could see his kind face and hear his kind voice.

When they were very, very near Jesus, some men who were standing close beside Jesus said to the children: "Go away from here. Jesus is busy with grown-up people. He does not want to be bothered with children. Go away. You cannot stay here."

Oh, how disappointed the mothers and children felt! They wanted to cry.

Just then Jesus saw the children, and he said to the men who wanted to send them away, "Suffer the little children, and forbid them not, to come unto me: for to such belongeth the kingdom of heaven." And that means, "Don't send the little children away. Let them come to me. I love them all, for they are all a part of the heavenly Father's family."

When the children heard Jesus' words and saw the kind look on his face, they were very happy. They came close to him and gave him the beautiful flowers they had gathered.

Then Jesus took the very little children in his arms and blessed them. And he placed his hands on the heads of the older boys and girls and told them how glad he was to see them. And all the children were happier than they had ever been before, because they had seen Jesus, the Friend of little children.

Prayer: Our dear heavenly Father, we are glad to know that Jesus loved little children and that

he was kind and gentle to the children who came to see him. Amen.

Memory Work: (Show picture, "Christ Blessing Little Children.") Whom do you see in this picture? What are the little children doing? Do you think they are glad to be near Jesus? Was Jesus glad to see them? What did he say to the men who wanted to send them away? (If children cannot recall Jesus' words, "Suffer the little children," etc., repeat them yourself and then have children learn them. Be sure that they understand what the words mean.)

There is a song that tells us about this beautiful picture. I am going to tell you what it says, and then I think you would like to learn the words with me. (Quote and then teach: "I Think When I Read That Sweet Story of Old," Hymn No. 27.)

Expression of Lesson: Are there any babies or any very little brothers and sisters in your own homes? How would Jesus like to have you treat those little children? Whenever we are kind and gentle to babies and to very little children, we are pleasing Jesus, aren't we?

We are going to our tables now, and in our books we are going to put a picture of Jesus showing his love for the little children who came to see him. Then, when we take our books home, we can show our mothers and our playmates the picture and tell them how glad Jesus was to see the mothers and children who came to see him. (Children go to their tables and mount on the next page of their books Plockhorst's "Christ Blessing Little Children." Beneath is written the verse, "Suffer the little children," etc.)

IV. Period of Recreation:

Games for Girls' Group: Give the children opportunity to suggest favorite games already learned.

Games for Boys' Group: Give the children opportunity to suggest favorite games already learned.

V. Closing Program:

Quiet Music: "I Think When I Read That Sweet Story of Old" (No. 27).

Leader: I want you to tell me what Jesus said to the men who wanted to send away the little children who had come to see him.

Children: "Suffer the little children, and forbid them not, to come unto me: for to such belongeth the kingdom of heaven."

Leader: What does that verse mean? Let us sing our song which tells how much we should like to have been with those children who came to see Jesus.

All (sing): "I Think When I Read That Sweet Story" (Hymn No. 27).

All (repeat after leader):

"Jesus, Friend of little children,
Be a Friend to me.
Be thou near and ever keep me
Close to thee." Amen.

(Rev. Walter J. Mathams.)

Pledge of Allegiance to the American Flag.
Pledge of Allegiance to the Christian Flag.
Announcements and Dismissal.

LESSON XI. JESUS HELPING SICK PEOPLE

I. Aim:

To strengthen the child's love and admiration for Jesus by showing him Jesus' loving interest in a sick child, and to help him to follow Jesus' example of thoughtful kindness to those who are sick.

II. Program of Worship:

Quiet Music: "The Hour of Worship" (No. 125).

Leader: Let us tell how glad we are to come here to our heavenly Father's house this morning.

All: "I was glad when they said unto me,
Let us go unto the house of Jehovah."

All (sing): "This Is God's House" (No. 1).

Leader: Our loving heavenly Father, we thank thee that we can come here to thy house this morning to hear stories about Jesus, the children's Friend. Amen.

Leader: Let us bring our gifts of money that are going to help other little children. We know that Jesus loves these little children whom we want to help and that it pleases him to have us share our things with them. (Offering is received.)

All (sing): "Gifts of Love" (No. 29).

Leader: Let us sing the song which tells us about the beautiful world which our heavenly Father has given us for our home.

All (sing): "This Is My Father's World" (No. 14).

Leader: And now I think we would like to sing about our heavenly Father's gift of day and night.

All (sing): "God's Gift of Day and Night" No. 10).

Leader: Shall we sing our song that tells us when we may say "Thank You" to our Father for all his good gifts?

All (sing): "Thank You, Father" (No. 16).

III. Lesson Plan:

Approach to the Lesson Story: What verse tells us about the very best gift that God, our Father, ever gave his children? (All repeat, "God so loved the world," etc.)

Yesterday we heard a story about Jesus after he had grown to be a tall, strong, kind man. Would one of you like to tell us that beautiful story about Jesus and the children again to-day? (Try to encourage one of the children to retell the story heard the day before.)

And now shall we all say together the verse that tells us how much Jesus wanted the little children to come to him? (All repeat: "Suffer the little children," etc.) Let us sing our song which tells us how much we should like to have been with those little children who came to see Jesus. (All sing: "I Think When I Read That Sweet Story of Old," Hymn No. 27.)

Lesson Story: "Jesus Helps to Make a Little Boy Well." Reference: John 4. 46–53.

In that far-away country where Jesus went about doing good, there lived a father and mother and their dear little boy. When the little boy was well, he was very happy. All day long he played in the lovely gardens near his home or along the shore of the beautiful blue lake of Galilee.

But one day the little boy could not go out to play. He was very sick with a bad fever. His head was hot and he tossed to and fro on his bed.

Oh, how sorry his mother and father were to see their dear little boy so ill! They did everything they could to make him feel better; but he kept growing worse and worse.

At last a friend came to the father and said: "Why don't you ask Jesus, the Friend of children, to help make your little boy better? He has helped to make many sick people well, and I know he will be glad to help your boy."

And the father answered: "Yes, I will go to Jesus. I know he will be willing to help my dear little son."

Then the father made ready and started on the journey to the far-away city where Jesus was staying at that time. It was a long, long journey through the country, and the father had to walk all the way. On and on and on he went, over the hills and through the valleys. Sometimes he walked and sometimes he ran, but always he hurried, hurried, hurried as fast as ever he could, because he was so anxious to find Jesus and ask him to help make his dear little boy well.

At last he came to the city where Jesus was. It was not hard to find Jesus in the city, for wherever he was, there were always people crowding around to see his kind face and hear his kind voice, and ask him to help them. When the father reached the crowd of people, he hurried through them as fast as he could. As soon as he was close to Jesus he said: "Jesus, please come to my house, or my little boy will die."

Jesus loved all little children and he felt very sorry that the boy was sick. I think he asked God, our heavenly Father, to make the little boy well.

Then he said to the father: "Go back home again. You will find your little boy better."

The father believed what Jesus had said, and so after he had thanked Jesus, he turned away and started back to his home. The journey was such a long one that he grew very tired, but he did not mind that, because he was so happy to know that his little son was going to get well. On and on and on he went, over the hills and through the valleys. When nighttime came he was still far from home, so he rested until the next day.

Early the next morning, as he was hurrying along, he met some of his servants who were coming to meet him. They had a glad look in their eyes, and the father knew that they had good news to tell him. Then the servants said, "Thy son liveth."

"When did he begin to get better?" the father asked.

The servants answered, "Yesterday at one o'clock the fever left him."

Then the father remembered that one o'clock was just the time when Jesus had said to him: "Go back home again. Your little boy will get better."

When the father reached home he found his boy well. His face was cool, his eyes were bright, and the fever was all gone. The father told the boy and his mother about his visit to Jesus, the kind Friend who had helped to make the boy well. The mother and the little boy wished that they might have seen Jesus too.

And ever after that day that father and mother and their boy remembered and loved Jesus, their kind Helper and Friend.

Prayer: Dear heavenly Father, we thank thee for

the gift of the dear Lord Jesus. We thank thee that Jesus loved little children and wanted to help them in every way he could. Amen.

Expression of Lesson: Why do you think that Jesus wanted to help that little boy who was sick? Do you ever have any sick friends whom you can help? Yes, sometimes your mother (or others whom children may mention) is sick. What are some of the things you can do to help mother when she is sick? (Tiptoe through the house, so as not to disturb her; talk quietly so as not to waken her when she is asleep; go on errands for her, etc.)

You have told me some of the things we can do to help the sick people in our families. Now I am going to tell you about some sick people outside our families whom I believe you would like to help. (Before teaching this lesson find out whether there is an old people's Home near by or some shut-ins in private families who would appreciate a visit from the children. If you find that such a visit would be appreciated, tell your children about the old people or the shut-ins at this time. Let the children plan what they would like to do to help these people. Perhaps they will want to take with them flowers or fruit as gifts of love. Perhaps they will suggest singing some of their songs and retelling some of their stories about Jesus. Try to utilize their suggestions insofar as it is possible to do so, so that they may realize the full amount of joy that may come from planning a surprise for others. If the group of children is too large to visit one place, it should be divided into smaller groups, each of which makes a visit to a different place.)

We are going to our tables now, and I think

that to-day we would like to put in our books a picture of Jesus helping to make sick people well. Then when we take our books home, we can show the picture to our mothers and tell them how Jesus loved to be a Helper to everybody who needed his help. (Children go to their tables and mount picture, "Christ Healing the Sick," by Hofmann.)

IV. Period of Recreation:

Games for Girls' Group:

Oats, Peas, Beans, B., p. 287.
Charley Over the Water, B., p. 65.
Do This, Do That, B., p. 75.
Mulberry Bush, B., p. 283.

Games for Boys' Group:

Do This, Do That, B., p. 75.
Slap Jack, B., p. 178.
Puss in the Circle, B., p. 164.
Ring Call Ball, B., p. 399.

V. Closing Program:

The children will enjoy singing over their hymns about Jesus.

"The Christ Child" (No. 78).

"The Playmate of Nazareth" (No. 115).

"I Think When I Read That Sweet Story of Old" (No. 27).

"Jesus Loves Me, This I Know."

When the singing is concluded, all may join in the prayer:

"Jesus, Friend of little children,
Be a Friend to me.

Be Thou near and ever keep me
Close to thee." Amen.
(Rev. Walter J. Mathams.)

Pledge of Allegiance to the American Flag.
Pledge of Allegiance to the Christian Flag.
Announcements and Dismissal.

LESSON XII

A GIFT THAT PLEASED JESUS

I. Aim:

To help the children to show their love for Jesus by bringing gifts that will help those whom he loves.

II. Program of Worship:

Leader: The piano is going to tell us a quiet story.

Pianist (plays): "Tell Me the Stories of Jesus" (Hymn No. 22).

Leader: "This is the day which Jehovah hath made;
We will rejoice and be glad in it."

Children: "I was glad when they said unto me,
Let us go unto the house of Jehovah."

All (sing): "This Is God's House" (Hymn No. 1).

Leader: Dear heavenly Father, we are glad to come here to thy house to-day to hear stories about Jesus, the children's Friend. We love Jesus so much that we want to learn some of the ways in which little children may please him. Amen.

Leader: And the mothers brought to Jesus their little children, that he should touch them, and the men who were standing near Jesus tried to send them away. But when Jesus saw it he was angry with the men, and he said unto them: "Suffer the little children, and forbid them not, to come unto

me: for to such belongeth the kingdom of heaven." —"And he took them in his arms, and blessed them, laying his hands upon them."

All (sing): "I Think When I Read That Sweet Story" (Hymn No. 27).

Leader: Were those little children who lived in the long-ago time the only children whom Jesus loves? What other children does he love? Let us sing our song which tells how much Jesus loves each one of us.

All (sing): "Jesus Loves Me, This I Know."

Leader: We are ready now to bring our gifts of money for the little children whom Jesus loves. (Offering is received.)

All (sing): "Gifts of Love" (Hymn No. 29).

III. Lesson Plan:

Material for Illustration: Picture—"The Widow's Mite," Meith (Beginners' Picture Set, No. 1).

Approach to the Lesson Story: During these last few days we have been hearing many wonderful stories about Jesus, the children's Friend. We love these stories so much that we are glad to hear them again and again, and so I think we would like to learn to sing: "Tell Me the Stories of Jesus." (Quote and then teach stanzas 1 and 2, Hymn No. 22.)

To-day we are going to hear another story about Jesus and someone who made him very happy.

Lesson Story: "A Gift That Pleased Jesus." Reference: Luke 21. 1–4.

A long, long time ago, in that far-away country where Jesus was, there lived a woman and her little child. This woman did not have a beautiful

house and much money. She had no husband to earn money for her and help take care of her, and so she had only a very little money with which to buy food and warm clothes for herself and her little child. But even though the woman had very little money, she was happy because of the other good gifts that God, our Father, had given her. Every day she said: "Thank you" to him for her home and for the dear little child that he had given her for her very own.

One day the woman saw all the people who lived in the houses near her home start on their way to the great white church. She knew that they were going there to take gifts of money that would show their love and thanks to God, our Father, for all his goodness to them. She knew too that Jesus would be there in the great white church, and that it would make him glad to see the gifts of love that the people were bringing to the heavenly Father.

As the woman watched the people on their way to the church, she said to herself: "Oh, how I wish that I had much money so that I too could go to the beautiful white church and take a gift to show my love and thanks to God, our Father, who has been so good to me! All that I have is two tiny pieces of money; and I need them to buy food. I have nothing to take as a gift."

Then the woman went to the jar, where she kept her tiny pieces of money. She took out the money and turned the two small pieces over and over in her hand. "They are so small," she thought. "And I need them to buy food!—But I do want to take a gift to the beautiful white church to show

my love and thanks to the kind heavenly Father. What can I do?"

Then she thought, and thought, and thought. After a while she said: "I will take my two tiny pieces of money and give them as my gift of love to the heavenly Father. It is a very small gift, but I think God, our Father, will be pleased with it, because it is the best gift that I can bring."

Then the woman took her little child in her arms, and with her two small pieces of money clasped tightly in her hand, she went on her way to the beautiful white church. When she came inside the church she saw a great many people. All of them had come to bring their gifts of love to the heavenly Father. Near the door stood a big box that was to hold all the gifts that were brought. Jesus was standing near the box, and he was watching the people, as one by one they walked by and dropped their money into it. Some of the rich people dropped great bags full of silver money into the box. Some of them dropped big pieces of shining gold money into it. They thought that God, our Father, would be more pleased with their big, fine gifts than with any others.

Soon it was the woman's turn to drop her gift into the box. She did not have any bags of bright silver. She did not have any pieces of shining gold. All that she had was two tiny pieces of money, not even as big as a penny. With a glad smile on her face she dropped her gift of love into the box.

Jesus was watching her as she gave her gift, and he said very quietly to one of his friends who was standing near him: "This woman has given the

best gift of all, because she has given all the money she has." Then Jesus looked at the woman and smiled.

The woman did not hear what Jesus said, but she did see the kind smile on his face. She knew that he was glad because she had brought the best gift she had, to show her love and thanks to the heavenly Father. And she went home with great gladness in her heart. *Her* gift had pleased *Jesus*.

Prayer: Dear heavenly Father, we are glad to hear the story of the woman who brought the best gift she had, to show her love and thanks to thee for all thy goodness to her. Amen.

Expression of Lesson: There is a verse in God's book, the Bible, which says: "God loveth a cheerful giver." (2 Corinthians 9. 7.) That means that God loves to have us give all our gifts willingly and cheerfully. Will you learn to say those words with me? (All learn verse.) Was the woman who brought all her money to the church a cheerful giver? Yes, she was, and that was why Jesus was pleased with her gift, wasn't it?

Can you think of any gifts that we can give that will please Jesus? (Gifts of money for needy children, gifts of flowers for sick friends, gifts of love for mother and father, etc.) Every time that we share something that we have with somebody else, we are pleasing Jesus.

To-day when we go to our tables, I think that each one of us would like to put on a card a picture of Jesus and the little children whom he was so glad to see, just like the picture that we put in our books the other day. Then perhaps we can

send these pictures as our gifts of love to other children whom we want to make happy. Would you like to do that? Do you think that it will please Jesus if we do it? Yes, I am sure that it will. (Children go to the tables and mount on cards Plockhorst's "Christ Blessing Little Children." Beneath each picture the teacher may write the verse, "Suffer the little children, and forbid them not, to come unto me: for to such belongeth the kingdom of heaven.")

IV. Period of Recreation:

Games for Girls' Group:

Did You Ever See a Lassie? B., p. 261.
Cat and Rat, B., p. 60.
Charley Over the Water, B., p. 65.
Round and Round the Village, B., p. 290.

Games for Boys' Group:

I Say "Stoop," B., p. 113.
Drop the Handkerchief, B., p. 80.
Ring Call Ball, B., p. 399.
Charley Over the Water, B., p. 65.

V. Closing Program:

All (sing): "Tell Me the Stories of Jesus" (Hymn No. 22, stanzas 1 and 2).

Leader: What story of Jesus will our little friends think of, when they see the beautiful pictures that we put on cards for them to-day? What verse do you think they will say? ("Suffer the little children," etc.) When they say those beautiful words, I think they will remember that Jesus loves all the heavenly Father's children in every land.

Leader: Let us sing together our song which tells about our heavenly Father's love for children the wide world over.

Pianist (plays): "Giving Thanks" (No. 21).

All (sing): "Giving Thanks" (Hymn No. 21).

Leader: Our dear heavenly Father, we thank thee for all thy good gifts to us. May we try to make other people happy by sharing our things with them. Amen.

Pledge of Allegiance to the American Flag.

Pledge of Allegiance to the Christian Flag.

Announcements and Dismissal.

LESSON XIII

JESUS GOING HOME TO OUR HEAVENLY FATHER

I. Aim:

To dispel the child's fear of death by helping him to think of it as a means of entrance into a new and beautiful country, where he shall see and be with Jesus and God, our Father.

II. Program of Worship:

Quiet Music: "Christ Is Risen" (No. 94).

All (sing): "Giving Thanks" (No. 21).

Leader: Our loving heavenly Father, we thank thee that thou lovest children in every land. We thank thee for all the good gifts that thou hast given us. We thank thee most of all that thou hast given us the dear Lord Jesus to be our Helper and our Friend. Amen.

Responsive Service:

Leader: Who hath made everything beautiful?

Children: "He hath made everything beautiful."

Leader: From whom does every good gift come?

Children: "Every good gift and every perfect gift is from above, coming down from the Father."

Leader: To whom is it good to give thanks for all our good gifts?

Children: "It is a good thing to give thanks unto
Jehovah,
And to sing praises unto thy name,
O Most High."

Leader: What was the best gift that God, our Father, ever gave to his children?

Children: "God so loved the world, that he gave his only begotten Son."

Leader: What kind of a giver does God want each one of us to be?

Children: "God loveth a cheerful giver."

Offering.

Hymn: "Gifts of Love" (No. 29).

Hymn: "Tell Me the Stories of Jesus" (No. 22, stanzas 1 and 2).

III. Lesson Plan:

Illustrative Material: Pictures—"Christ in Gethsemane," Hofmann (Perry Picture Company). "He Is Risen," Plockhorst (Perry Picture Company).

Approach to the Lesson Story: I think it would be a lovely thing if one of you children would tell us again this morning one of the beautiful stories about Jesus that we have been hearing during these last few days. Who would like to tell us one of these stories? What story would you like to tell? (If possible, encourage at least one child to retell one of the stories contained in previous lessons.)

And now, after you have all thought quietly for a moment, I want you to be ready to tell me all the things that Jesus did to help other people and make them happy. Why did Jesus want to do so many things to help other people? Yes, it was because he loved them, that he wanted to help them. He wanted to help them too because he loved our heavenly Father, and he knew that it

would please the heavenly Father if he was kind and loving to all the people he knew.

(Show picture, "Christ In Gethsemane.") What is Jesus doing in this picture? Why do you think he wanted to talk with God, our Father? (Because he loved him.) Jesus loved God, our Father, very dearly, and he was always thinking of the happy day when he could go back to the heavenly home to live there with God, our loving Father.

Lesson Story: "Jesus and His Friends go Home to Live With the Heavenly Father." References: John 14. 1–3; 19. 17–18a; Mark 16. 1–6.

Long, long ago when Jesus lived here on earth, he had many friends whom he loved dearly. Every day they worked with him and talked with him, and always they loved to listen to the beautiful stories that he told them.

One day when Jesus was talking with these friends, he said: "I am not going to live here on earth with you always. Some day very soon I am going home to the beautiful country that we call heaven to live there with God, our Father. After I am gone some people will tell you that I am dead, but you will know that I am living with God, our Father, in the heavenly home. And there in heaven I am going to wait for you, for some happy day all of you and all my friends everywhere shall come home to heaven to live with me too."

On the very next day after Jesus had told his friends that he was going home to heaven to live, some wicked men who did not love the dear Lord Jesus, wanted to put him to death. And so they came and took him away from the friends who loved him and led him to a great hill outside the

city; and they hung him on a cross of wood; and there he died!

Oh, how sad the friends who loved him felt! They took him down from the cross and laid his body away in a great cave made of rock. And in front of the door of the cave they rolled a great stone. Then they went away.

Early on the next Sunday morning some of these same friends came back to the cave where they had laid the dear Lord Jesus away. And, lo, near the door of the cave they saw a bright and beautiful angel who said to them: "Be not afraid, Jesus is risen!"

When the angel said: "Jesus is risen," the friends were glad, for then they remembered that Jesus had told them that soon he was going home to heaven to live with God, our Father. They knew that now they could not see him every day as they used to do, but they knew that even when they could not see him they could still love him and try to please him and talk with him in prayer every day.

Many, many years came and went, and at last all these dear friends went home to the heavenly country to live there with Jesus and with God, our Father. And there *to-day* they are living and working with him. And there to-day, Jesus is living, waiting to welcome all his friends everywhere, who have loved him and tried to please him. And there to-day he is waiting for all of us. Some day we also shall go there to meet him; and we shall look into his kind face, and hear his kind voice; and perhaps we too shall hear him saying to all the little children who are gathered there: "Suffer the little children, and forbid them not, to

come unto me; for to such belongeth the kingdom of heaven."

Prayer: Our dear heavenly Father, we thank thee for the gift of the heavenly home. We are so glad to know that Jesus is living with thee in that beautiful, far-away heavenly country. We are glad to know that we too some day may go home to heaven to see the dear Lord Jesus and hear his kind voice speak to us. Amen.

Memory Work: (Show picture "Christ Is Risen.") Whom do you see in this picture? What do you think the beautiful angel is saying to the women? Shall we say those words together? (All repeat: "Be not afraid! Jesus is risen!") What do those words mean?

There is a beautiful song which tells us about Jesus going to the heavenly home, that we want to learn together. (Quote and then teach stanza 1, "Christ Is Risen," Hymn No. 94. Explain to the children that "Christ is risen" means "Jesus has gone home to live with our heavenly Father.")

Expression of Lesson: We are going to our tables now, and in our books we are going to put a picture of the beautiful angel who is saying to the friends of Jesus: "Be not afraid! Jesus is risen!" Whenever we look at the picture we will remember that Jesus is living in the heavenly home with God, our Father. (Children go to their tables and mount picture on the last page of their books.)

IV. Period of Recreation:

Games for Girls' Group:

Slap Jack, B., p. 178.
Bean Bag Board, B., p. 304.

Squirrel in Trees, B., p. 185.
Farmer in the Dell, B., p. 265.

Games for Boys' Group:

Center Catch Ball, B., p. 355.
Slap Jack, B., p. 178.
Hill Dill, B., p. 105.
Frog in the Middle, B., p. 96.

V. Closing Program:

Quiet Music: "Christ Is Risen" (No. 94).
Hymn: "Christ Is Risen" (No. 94).
Verse: "Be not afraid! Jesus is risen!"
Prayer: "Jesus, Friend of little children,
Be a Friend to me.
Be thou near and ever keep me
Close to thee."
(Rev. Walter J. Mathams.)

Pledge of Allegiance to the American Flag.
Pledge of Allegiance to the Christian Flag.
Announcements and Dismissal.

THEME III. GOD'S CHILDREN LEARNING TO BE HIS HELPERS

AIM: To help the child to show his love for the heavenly Father by helpfulness in the home; gentleness toward younger children; obedience toward parents and teachers; kindness to birds, animals, and flowers; consideration for the sick; and unselfishness toward all.

LESSON XIV

HELPING IN THE HOME

I. Aim:

To arouse in the child the desire to be a real helper in the home, and to help him to understand that by being helpful in the home he may please Jesus and God, our Father.

II. Program of Worship:

Quiet Music: "My Day" (Hymn No. 72).

Leader: A long, long time ago there lived some people who loved our heavenly Father very dearly. Because they loved him, they were always glad to do things that would please him and make him happy. They called pleasing the heavenly Father "serving him." And so when they came into God's house, the church, they sometimes said together:

"Serve Jehovah with gladness;
Come before his presence with singing."
(Psalm 100. 2.)

Shall we say together those beautiful words, as we come here to God's house this morning?

All (repeat):

"Serve Jehovah with gladness;
Come before his presence with singing."

All (sing): "This Is God's House" (Hymn No. 1).

Leader: One way in which we may serve and please God, our Father, is by bringing our gifts of

money for the little children whom he loves and whom he wants us to help. (Offering is received.)

All (sing): "Gifts of Love" (Hymn No. 29).

Leader: We are going to think for a little while this morning about the dear Lord Jesus, who was God's very best Helper. Shall we sing, "Tell Me the Stories of Jesus?"

All (sing): "Tell Me the Stories of Jesus" (Hymn No. 22, stanzas 1 and 2).

Leader (shows picture, "Christ Blessing Little Children"): What did Jesus do to make these little children happy? What did he say to the men who wanted to send them away? We will sing our song which tells how much we should like to have been with those little children who came to see Jesus.

All (sing): "I Think When I Read That Sweet Story" (Hymn No. 27).

Leader: Our dear heavenly Father, we are glad because Jesus loves little children. We love Jesus too and we want to learn to do the things that will please him and make him happy. Amen.

III. Lesson Plan:

Approach to the Lesson Story: Do you think that we children can please Jesus by being helpful and happy in our own homes? Think quietly for a moment and then be ready to tell me something that you can do in your home that you think will please the dear Lord Jesus and make him happy.

There is a song which tells us how many things we may do in just one day to make our homes pleasant and happy places to live in. (Quote and then teach stanza 1, "My Day," Hymn No. 72.)

Lesson Story: "Helpers in the Home."

It was a bright spring morning in the great pine forest. Within a tiny little house the happy little fairy named "Helper-in-the-Home" was busy about her morning's work. She had been given the name "Helper-in-the-Home," because she thought that helping in the home was the loveliest game that anyone could play.

On this particular morning she was drying the breakfast dishes and putting them carefully away. After she had finished doing that, she swept the floor and dusted the room. When her work was all done and the kitchen was bright and clean, she skipped out into the garden to gather flowers. As soon as her hands were full of deep-purple wood violets, she skipped back into the house again and said to her fairy playmates: "My morning's work is all finished. I am going on a trip to the great city and share my lovely flowers with the most helpful child I can find."

Then all the fairy playmates said, "Good-by, dear Helper-in-the-Home," and they waved their tiny hands to her as she went out the door.

The happy little fairy skipped along the cool, shady, woodland paths and across the sunny green meadows, until at last she reached the edge of the great city. When she entered the city streets she began to look to the right and to the left, hoping that she would soon find a child who was a real helper. Although she could see all the children and watch what they were doing, not one of them could see her, because she was a fairy.

First of all she saw a group of little girls playing a game on the sidewalk. They were laughing and singing and having a very happy time together.

"Perhaps I can find a helpful child here," said the fairy to herself, and she stopped to watch the children at their play.

Before long the door of one of the houses opened, and a mother's sweet voice called: "Come in, little daughter! I need a helper to make the beds and tidy the room, before I put baby brother to sleep."

One of the little girls stopped playing, for it was her mother who had called. "Ah," thought the fairy Helper-in-the-Home, "here is a helpful child! I can share my flowers with her."

But, to the fairy's surprise, the little girl began to pout and cry. "I don't want to be a helper," she said. "I'd rather play." And she went into the house, crying hard.

"Dear me," said the fairy Helper-in-the-Home, "if that little girl only knew that helping in the home was the loveliest game a child could play, she wouldn't cry like that. I'm sorry for her, but I don't think I can share my lovely flowers with her." And with these words the fairy skipped on her way.

On and on and on she went, looking to right and to left. After a while she saw two boys playing together. "Perhaps these are helpful children," she said, and she stopped to watch them at their game of ball.

It wasn't very long before a lady opened the door of one of the near-by houses, and said, "Boys, I need two helpers, one to carry the wood upstairs and one to go to the store to buy some food for dinner."

"Ah," thought the fairy Helper-in-the-Home,

"here are two helpful children! I won't have to go any farther this morning. I can share my flowers with them."

But to the fairy's surprise, the two little boys, instead of smiling gladly and running to do their mother's bidding, walked slowly and sulkily into the house, muttering to each other: "We don't want to go on errands. We'd rather play."

"Dear me," said the fairy Helper-in-the-Home, "if those boys only knew that helping in the home was the happiest game that children could play, they wouldn't scowl and grumble like that. I'm sorry for them, but I'm sure I can't share my flowers with them." And with these words the fairy skipped on her way.

She was beginning to grow tired, and she thought she would have to take her lovely flowers and go back home, when all of a sudden she heard the sweetest sound that you can think of. It came from a great, tall house where ever and ever so many fathers and mothers and little children lived, and it was the voice of a child singing. "Who can it be?" thought the fairy Helper-in-the-Home. "I wonder if it is a helpful child who has the voice as sweet as music. I'll go and see."

Then the fairy went into the great, tall house and right up to the open door of the very room where the child was singing. It was a very small room, and the furniture was old and shabby, but the fairy didn't notice that. All that she saw was a little girl who was sweeping the floor and dusting the room and singing merrily as she worked. And as the fairy listened, this is what she heard the little girl sing:

"The nicest game a child can play
Is helping mother day by day.
My mother does so much for me,
I'm as glad to help her as I can be."

"Ah," said the fairy to herself, "I think I'll watch this little girl. She looks like a helpful child."

While the fairy stood watching the little girl, she heard a little boy come running up the stairs, whistling a merry tune. He ran into the room where the little girl was and over to the window, beside which a sweet-faced lady sat at her sewing.

And as the fairy listened, she heard the little boy say: "I'm home again, mother. Here is the milk you asked me to buy."

And the sweet-faced lady said, "Thank you, son."

Then the little girl called, "Mother, I have finished sweeping and dusting, and the room is all bright and clean."

And the sweet-faced lady said, "Thank you, little daughter."

"Oh," whispered the fairy, "at last I have found some helpful children! I can share my flowers with them." Then she laid her bunch of lovely wood violets down beside the door, so that the children would see them the very first time they went out of the room.

Just after the fairy had laid her flowers beside the door, the mother said to the children: "You have both been helpful children. Now you may run out of doors and play with the other boys and girls."

The children were just starting out of the room when they saw beside the door the bunch of lovely, deep-purple wood violets. "Oh, mother, mother,"

they cried. "See! See! See the beautiful flowers. We didn't hear anybody knock at the door. Where could they have come from?"

"I don't know, dear children," the mother answered, as she took the lovely blossoms that the children held out to her. "Perhaps a kind fairy left them to make glad the hearts of my two helpful children."

The fairy heard what the mother said and she saw the glad look in the eyes of the boy and girl as they gently touched the beautiful flowers. Then she turned and skipped down the stairs, out of the house, along the city streets, across the sunny green meadows, down the cool, shady woodland paths—back to her home in the pine forest. And in her heart there was great gladness, because her flowers had brought happiness to two helpful children and the mother whom they loved.

Hymn: "My Day" (No. 72, stanza 1).

Expressional Activity:

We are going to our tables now. This morning I think that each one of you would like to draw a picture of yourself doing something to help father or mother. I want you to think very quietly for a minute and then be ready to tell me what you would like to draw. (Have children go to their tables and make pencil drawings. Be sure that each child has definitely in mind the thing that he wants to draw before you give him pencil and paper.)

IV. Period of Recreation:

Games for Girls' Group:

Oats, Peas, Beans, B., p. 287.

Muffin Man, B., p. 282.

Do This, Do That, B., p. 75.
Charley over the Water, B., p. 65.

Games for Boys' Group:

I Say "Stoop," B., p. 113.
Puss in the Circle, B., p. 164.
Ring Call Ball, B., p. 399.
Hill Dill, B., p. 105.

V. Closing Program:

Quiet Music: "My Day" (No. 72).
All (sing): "My Day" (No. 72, stanza 1).
Leader: I am going to tell you a very short story about a mother and her little children. (Leader recites the following poem.)

"'I love you, Mother,' said little John;
Then forgetting his work, his cap went on,
And he was off to the garden swing,
And she had the wood and water to bring.

"'I love you, Mother,' said rosy Nell;
'I love you more than tongue can tell.'
Then she teased and pouted half the day,
Till her mother was glad when she went to play.

"'I love you, Mother,' said little Nan;
'To-day I'll help you all I can;
How glad I am school doesn't keep!'
Then she rocked the baby till he fell asleep.

"And stepping softly, she brought the broom,
And swept the floor and dusted the room;
Busy and happy all day was she,
Helpful and happy as child could be.

"'I love you, Mother,' again they said,
Three little children going to bed.
How do you think that mother guessed
Which of them really loved her best?"
(Anonymous.)

Leader: Let us ask our heavenly Father to teach us how to be helpful boys and girls in our own homes.

Dear heavenly Father,
"Help us to do the things we should,
To be to others kind and good,
In all we do in work or play,
To grow more loving every day." Amen.
(Rebecca J. Weston.)

Pledge of Allegiance to the American Flag.
Pledge of Allegiance to the Christian Flag.
Announcements and Dismissal.

LESSON XV

HELPING TO CARE FOR YOUNGER CHILDREN

I. Aim:

To help the child to experience the joy that may come from being helpful to other children who are younger and weaker than he.

II. Program of Worship:

Quiet Music: "Baby Moses" (No. 107).

Leader: Let us say together those beautiful words that were said by the people in the long-ago time who loved to serve and please God, our heavenly Father.

All (repeat): "Serve Jehovah with gladness;
Come before his presence with singing."

Leader: "O come and let us worship,
O come and let us worship,
O come and let us worship God, the Lord" (No. 3).

Leader: Will you say those words with me? (All repeat the words of "O Come and Let Us Worship." Then pianist plays melody through once.)

All (sing): "O Come and Let Us Worship" (No. 3).

Leader: One of the ways in which we can show our love for our heavenly Father is by bringing our gifts of money that are going to help the little

children whom he loves. Let us bring our offering now. (Offering is received.)

All (sing): "Gifts of Love" (No. 29).

Leader: Another way in which we can show our love for our heavenly Father is by being helpful, happy children in our homes. Let us sing about all the things that we may do in just one day to make the people in our homes happy. (Leader quotes stanza 1, "My Day" No. 72).

All (sing): "My Day" (No. 72, stanza 1).

Leader: Our dear heavenly Father, we are glad because there are so many things that we can do to make the people whom we love happy. Help us to remember to be cheerful, loving, obedient children in our homes to-day and every day. Amen.

III. Lesson Plan.

Material for Illustration: Picture—"Playing Mother," Jessie Wilcox Smith (Cosmopolitan Print Department).

Approach to the Lesson Story: (Show picture, "Playing Mother.") Whom do you see in this picture? What is the little girl doing? Why do you think she wants to help her little brother?

Lesson Story: "Miriam Helps to Care for Her Baby Brother." (Reference: Exodus 2. 1-10.)

(*Note*: This story is related in dramatic form, so that it may be dramatized by the children after they have heard it told at two successive lessons and are thoroughly familiar with it.)

Long years ago in a far-away country there lived a mother and father, a little girl, a little boy, and a dear baby boy. Their home was a tent near the shore of a beautiful river. The name of the little

girl was Miriam; the name of the little boy was Aaron; but the baby was so very tiny that his mother hadn't given him any name yet. Miriam loved her baby brother very much, and she was always glad to help her mother take care of him.

One afternoon Miriam was sitting beside her mother while her mother was singing the little baby to sleep. When the mother had finished singing, Miriam looked up into her face. She saw that her mother looked very sad.

"What is the matter, mother?" she asked.

Then the mother said: "The king is taking all the baby boys away from their mothers, and I am afraid he will take our baby too."

And Miriam said: "Oh, mother, we cannot let the king take away our dear little baby. Can't you think of some place where we can hide him?"

The mother thought and thought and thought. After a while she said to Miriam: "I have just made a little basket, and I think we can hide our baby in that. The basket is in the back part of the tent. Will you please bring it to me?"

And Miriam said: "Yes, mother." Then she went quickly and brought the little basket and laid it down on the floor beside her mother.

"And now, will you bring me the baby's pillow and blanket?" asked the mother.

"Yes, mother," said Miriam, and she went quickly and brought the pillow and blanket.

Then the mother put the pillow in the bottom of the basket, laid the dear little baby on the pillow, and covered him up with the blanket.

"Mother, what are you going to do with the basket?" asked Miriam.

"Come with me, and I will show you," said the mother.

Then the mother picked up the basket and went out of the tent. Miriam followed her.

Soon they came to the bank of the beautiful river. Along the bank of the river some lovely tall grass was growing.

"See," said the mother, "I am going to hide the basket here in the tall grass. Then I think the king will not be able to find our dear little baby."

"But, mother, we can't leave the baby here all alone. May I stay near the river bank and watch to see that nobody hurts him?" asked Miriam.

"Yes, Miriam," said the mother, "you may stay."

Then Miriam said: "Mother, let us ask God, our Father to help care for our little baby."

So Miriam and her mother closed their eyes and bowed their heads and said: "Dear heavenly Father, please take good care of our dear little baby. Amen."

Then the mother went home, while Miriam stayed to watch her baby brother.

After a while Miriam heard footsteps. When she looked up she saw coming toward her a lady dressed in beautiful clothes. This lady was the princess, and she was the daughter of the wicked king who wanted to take the baby boys away from their mothers. Behind the princess walked three helpers who were called her maids. Nearer and nearer and nearer the princess and her maids came. Oh, how Miriam did hope that they would not find the little basket that was hidden in the tall grass!

When they came near the place where the basket was hidden, the princess said to her maids: "This would be a good place to bathe in the river." Then she pushed aside the tall grass and started to walk toward the water. All of a sudden she saw the little basket. "Why, here is a basket," she said. "I wonder what is in it!"

Then one of the maids stooped down and lifted the basket, so that the princess could see what was in it. The princess pulled back the blanket. "Why, here is a dear little baby!" she said. "How I wish he belonged to me! But I don't know how to take care of him. I wish I had a nurse for him."

Miriam heard the princess say: "I wish I had a nurse for him!" And so she ran up to the princess as quickly as she could.

Then Miriam said to the princess, "Do you want a nurse for the little baby?"

"Yes," said the princess, "I do."

"I know where to find a nurse for him," said Miriam.

"Please go and get her," said the princess.

Miriam ran home quickly and brought her own dear mother back with her. "Here is a nurse for the baby," she said to the princess.

Then the princess said to the mother, "Will you take good care of this dear little baby for me?"

"Yes, I will," said the mother, happily.

Then the princess said: "The king is my father, and he will not hurt any little baby that I love. Please take the baby home with you and take very good care of him. When he grows up I want him to come and live in my house with me. I am going to call his name 'Moses,' because I found him in a

basket in the water." Then the princess and her maids went away.

After they had gone, Miriam said to her mother: "Mother, let us thank God, our Father, for sending the kind princess to save our little baby from harm."

Then the mother took the dear little baby in her arms, and she and Miriam closed their eyes and bowed their heads and said: "Dear heavenly Father, we thank thee for sending the kind princess to save our dear baby from harm. Amen."

Teaching of Hymn: There is a beautiful song which tells us about the baby Moses and the helpers who took care of him, that I think we would like to learn to sing. (Quote and then teach "Baby Moses," Hymn No. 107, stanzas 1, 3, 4.)

Expression of Lesson: I want you to think quietly for a moment. Then I want you to be ready to tell me something that you can do to make a little brother or sister or playmate happy. (Give several children chance to respond. Those who have no brothers or sisters may tell you helpful things that they can do for younger playmates.) Will you try to be real helpers to little brothers and sisters and playmates this afternoon and to-morrow, so that the next time you come back to school you can tell us some of the things you have remembered to do to make them happy?

Other Expressional Activity: When we go to our tables to-day, we are going to start to make some scrapbooks with pretty pictures in them. After we have finished our books we will decide what we want to do with them. Perhaps some of you will want to share your books with those little children about whom we have been talking this summer.

Perhaps some of you will want to share your books with little brothers and sisters. Each one of you will have a chance to do just what you want to with the book that you make. (If your children have access in their homes to magazines containing beautiful pictures, it would be well to suggest here that they bring pictures of birds, flowers, children, etc., to be used in their scrapbooks.)

IV. Period of Recreation:

Games for *Girls' Group:* Have the children suggest favorite games already learned.

Games for Boys' Group: Have the children suggest favorite games already learned.

V. Closing Program:

Leader: Let us sing our song which tells us about the little Lord Jesus, who was a helpful, happy child in his home in Nazareth.

All (sing): "The Playmate of Nazareth" (No. 115).

Leader: And now let us sing our song which tells us about some of the lovely things that we boys and girls may do in just one day to make home a happy place.

All (sing): "My Day" (No. 72, stanza 1).

All (with bowed heads repeat):

Dear heavenly Father,
"Help us to do the things we should,
To be to others kind and good,
In all we do in work or play,
To grow more loving every day." **Amen.**

Pledge of Allegiance to the American Flag.
Pledge of Allegiance to the Christian Flag.
Announcements and Dismissal.

LESSON XVI

HELPING TO CARE FOR YOUNGER CHILDREN

I. Aim:

To help the child to develop the habit of being gentle and kind and helpful to younger children.

II. Program of Worship:

Quiet Music: "Little Cradle Song" (No. 123).

Leader: Let us say together our verse which tells us how we may please God, our heavenly Father.

All (repeat): "Serve Jehovah with gladness;
Come before his presence with singing."

Pianist (plays): "O Come and Let Us Worship" (No. 3).

All (sing): "O Come and Let Us Worship" (No. 3).

Leader: Our heavenly Father has cared for us lovingly all through the night and has given us the gift of another beautiful day. Shall we sing about his gift of day and night?

Pianist (plays): "God's Gift of Day and Night" (No. 10).

All (sing): "God's Gift of Day and Night" (No. 10).

Leader: Let us thank our Father for his gift of day and night.

All (repeat after Leader):

"Father, we thank thee for the night,
And for the pleasant morning light,

For rest and food and loving care,
And all that makes this day so fair." Amen.
(Rebecca J. Weston.)

Pianist (plays): "Thank You, Father" (No. 16).
All (sing): "Thank You, Father" (No. 16).
Leader: One of the ways in which we can show our love and thanks to our heavenly Father for his good gifts to us is by bringing our gifts of money to help the little children whom he loves. Let us bring our offering now. (Offering is received.)
All (sing): "Gifts of Love" (No. 29).

III. Lesson Plan:

Approach to the Lesson Story: At our last lesson we talked about some of the things that we children can do to make little brothers and sisters and playmates happy. After you have thought quietly for a moment, I want you to be ready to tell me something helpful and kind that you have remembered to do for a younger child since we had our last lesson here in school. (Give as many children as possible a chance to make responses.) Do you think that it has made our heavenly Father happy to have us do all these kind, helpful things for the little children whom he loves? Yes, I am sure that it has.

This morning we are going to hear again the story about the little girl Miriam who helped to care for her baby brother. After we have heard the story, I think that perhaps we would like to play it together.

Lesson Story: "Miriam Helps to Care for Her Baby Brother." (Repeated.)

Expression of Lesson Through Dramatization: (Properties needed: doll dressed in infant clothes, basket, baby's pillow and blanket.)

Would you like to play that story? Think quietly for a moment, and then be ready to tell me the names of all the people whom we must have in our story. (Children will suggest the mother and her little baby, Miriam, and perhaps—Aaron, the princess and her helpers.)

Where did Miriam and her mother and the little baby live? I want you to look around the front of our room and choose a good place for the tent. Where did the princess live? Let us choose a good place for the home of the princess. What other place must we have in our story? (The river.) Will you choose a good place for the river where the little baby was hidden?

And now I am going to choose a little mother to care for the dear baby boy. (Child is chosen for mother and the baby doll is placed in her arms.) Next we must have a little sister, Miriam, to help the mother take care of the dear baby. (Miriam is chosen. Then she and the mother and baby take their places in the place that the children have chosen for the tent.) And now we want a princess and three kind helpers to save the little baby from harm. (Princess is chosen and is permitted to choose her own helpers.) She and her helpers take their places in the place that the children have chosen for the princess' home. Everything is now in preparation for the playing of the story. Indicate to the children that you are ready to begin, and tell them that you want them to talk just as the people in the story talked. For further sug-

gestions as to method of procedure in a dramatization, refer to Munkres, *Primary Method in the Church School*, page 122).

Hymn: "Baby Moses" (No. 107).

Other Expressional Activity: Have children go to their tables and continue their work in their scrapbooks.

IV. Period of Recreation:

(Note: This is a good day on which to emphasize kindness to younger children on the playground.)

Games for Girls' Group:

Mulberry Bush, B., p. 283.
Muffin Man, B., p. 282.
Drop the Handkerchief, B., p. 80.
Did You Ever See a Lassie? B., p. 261.

Games for Boys' Group:

Do This, Do That, B., p. 75.
Cat and Rat, B., p. 60.
Bean Bag Board, B., p. 304
Charley Over the Water, B., p. 65.

V. Closing Program:

Quiet Music: "Giving Thanks" (No. 21).

All (sing): "Giving Thanks" (No. 21).

Leader: Our dear heavenly Father, we thank thee that thou dost love all little children. We ask thee to help us to be gentle and loving and helpful to the little brothers and sisters in our homes and to our little playmates and friends. Amen.

Pledge of Allegiance to the American Flag.
Pledge of Allegiance to the Christian Flag.
Announcements and Dismissal.

LESSON XVII

HELPING BY OBEYING

I. Aim:

To help the child to be obedient, because he understands that by being obedient, he can be helpful to others.

II. Program of Worship:

Quiet Music: "At Rest" (No. 124).

All (repeat): "Serve Jehovah with gladness;
Come before his presence with singing."

Pianist (plays): "O Come and Let Us Worship" (No. 3).

All (sing): "O Come and Let Us Worship" (No. 3).

Leader: As we come here to our heavenly Father's house this morning I believe that we have some things that we should like to thank him for. Think quietly for a moment, and then be ready to tell me something that you would like to say "Thank you" to the heavenly Father for. (Call on a number of children and then use their responses in framing a prayer.)

Leader (at conclusion of prayer): One of the things that we are very thankful to our heavenly Father for this morning is his gift of a beautiful world. What song tells us about the beautiful world that our Father has made? Would you like to sing that song now?

All (sing): "This Is My Father's World" (No. 14).

Leader: On this beautiful day which our heavenly Father has made, we want to remember those other little children who need so many things. Shall we bring our gifts of money for them now? (Offering is received.)

All (sing): "Gifts of Love" (No. 29).

III. Lesson Plan:

Approach to the Lesson Story: Yesterday morning we said that little children could be helpers by being kind and gentle to younger brothers and sisters and playmates. To-day we are going to talk about another way in which children can be helpers. Each boy and girl can be a helper who obeys quickly and gladly when he is asked to do something. What people do children want to learn to obey? (Mother, father, teacher, etc.)

This morning we are going to hear a story about a little boy who learned to help by obeying.

Lesson Story: "The Little Shepherd." (Adapted from the story by Maud Lindsay.)[1]

The shepherd was sick and the shepherd's wife looked out from her door with anxious eyes. "Who will carry the sheep to the pasture lands to-day?" she said to her little boy Jean.

"I will," cried Jean, "I will. Mother, let me."

Jean and his father and mother lived long ago in a sunny land across the sea where flowers bloom, and birds sing, and shepherds feed their flocks in the green valleys. Every morning, as soon as it was light Jean's father was up and away with his

[1] Used by permission of Milton Bradley Company.

sheep. He had never missed a morning before, and the sheep were bleating in the fold as if to say, "Don't forget us to-day."

The sheep were Jean's playfellows. There was nothing he liked better than to wander with them in the pleasant pastures, and already they knew his voice and followed at his call.

"Let the lad go," said his old grandfather. "When I was no older than he I watched my father's flock."

Jean's father said the same thing, so the mother made haste to get the little boy ready.

"Eat your dinner when the shadows lie straight across the grass," she said as she kissed him good-by.

"And keep the sheep from the forest paths," called his sick father.

"And watch, for it is when the shepherd is not watching that the wolf comes to the flock," said the old grandfather.

"Never fear," said little Jean. "The wolf shall not have any of my white lambs."

There were white sheep and black sheep and frolicsome lambs in the shepherd's flock, and each one had a name of its own. There were Babbette, and Nannette, and Pierrot, and Jeannot—I cannot tell them all, but Jean knew every name.

"Come, Bettine and Marie. Come, Pierrot and Croisette. Come, pretty ones all," he called as he led them from the fold that day. "I will carry you to the meadows where the daisies grow."

"Baa," answered the sheep, well satisfied, as they followed him down the king's highway, and over the hills to the pasture lands.

The other shepherds were already there with

their flocks, so Jean was not lonely. He watered his sheep at the dancing brook that ran through the flowers, and led them along its shady banks to feed in the sunny fields beyond, and not one lamb strayed from his care to the forest paths.

The forest lay dim and shadowy on one side of the pasture lands. The deer lived there and many other creatures that loved the wild woods. There had been wolves in the forest, but the king's knights had driven them away and the shepherds feared them no longer. Only old men like Jean's grandfather, and little boys like Jean, talked of them still.

Jean was not afraid. Oh, no! There was not a lamb in the flock so merry and fearless as he. He sang with the birds and ran with the brook, until the shadows fell straight across the grass and it was time for him to eat his dinner.

There were little cakes in Jean's dinner basket. He had seen his mother put them there, but he had not tasted a single one when, out on the king's highway, beyond the hill, he heard the sound of drums and the tramp, tramp of many feet.

The other shepherds heard too, and they began to run. "The king and his knights are coming," they cried. "Come, let us see them as they pass by."

"Who will take care of the sheep?" asked Jean, but nobody answered, so he too left his dinner and ran with the rest, away from the pastures and up the hillside path that led to the highway.

"How pleased my mother will be when I tell her I have seen the king!" he said to himself as he was hurrying over the hilltop. Then all at once

he remembered the forest, and the wolf, and his grandfather's words.

"Come on," called the others.

"I must stay with my sheep," answered he and he turned and went back, though the drums all seemed to say, "Come this way, come this way." He could scarcely keep from crying as he listened.

There was nothing in sight to harm the sheep, and the pasture lands were quiet and peaceful, but into the forest that very day a hungry gray wolf had come. His eyes were bright, and his ears were sharp, and his four feet were as soft as velvet, as he came creeping, creeping, creeping under the bushes and through the tanglewood. He put his nose out and sniffed the air, and he put his head out and saw the sheep left alone in the meadow. "Now's my chance," he said, and out he sprang just as little Jean came down the hill.

"Wolf, wolf, wolf!" shouted Jean. "Wolf, wolf, wolf!" He was only a little boy, but he was brave and his voice rang clear as a bugle call over the valley, and over the hill. "Wolf, wolf, wolf!"

The shepherds and the knights and the king himself came running to answer his cry, and as for the gray wolf, he did not even stop to look behind him as he ran swiftly toward his forest home. He ran so fast and he ran so far that he was never seen in the king's country again, though the shepherds in the pastures watched for him day after day.

And Jean, the little shepherd boy, was glad, because by obeying his grandfather's words and staying close beside his sheep, he had saved all the sheep and all the tiny lambs from harm.

Teaching of Song: There is a song which tells

us how lovingly and tenderly a good shepherd cares for his sheep and lambs. I am going to tell you what it says, and then I think that we would like to learn to sing it. (Quote and then teach stanza 1, "Little Lambs So White and Fair," Hymn No. 51.)

Expression of Lesson: Before Jean led his sheep out to the pasture, what did his father tell him to do? What did his grandfather tell him to do? Was Jean obedient to his father and his grandfather? Yes, he was, and it was his obedience that helped him to save the sheep from the wolf, wasn't it?

Does your father ever ask you to do anything? What does he ask you to do? Do you do what he wants you to do quickly and gladly? Then you are an obedient helper, aren't you?

Think quietly for a moment, and then tell me something that your mother asks you to do to help her. (Call on a number of children for responses.) The next time that our mothers ask us to do these things for them, are we going to be ready to do them quickly and gladly? Then we will be obedient helpers, won't we? Let us ask our heavenly Father to teach us to be obedient helpers.

Prayer: Our dear heavenly Father, we ask thee to teach us to be obedient helpers to our mothers and fathers and teachers. Amen.

Other Expressional Activity: Have the children go to their tables and continue their work on their scrapbooks.

IV. Period of Recreation:

(*Note:* This is a good day on which to emphasize prompt and cheerful obedience to teachers. The

children who obey quickly and gladly may be called *obedient helpers.*)

Games for Girls' Group:

Round and Round the Village, B., p. 290.
Puss in the Circle, B., p. 164.
Drop the Handkerchief, B., p. 80.
Oats, Peas, Beans, B., p. 287.

Games for Boys' Group:

Slap Jack, B., p. 178.
Hill Dill, B., p. 105.
Simon Says, B., p. 235.
Ring Call Ball, B., p. 399.

V. Closing Program:

Quiet Music: "The Playmate of Nazareth" (No. 115).

Leader: Before we go to our homes we want to think for a few minutes about the little Lord Jesus in his home in Nazareth. What did Jesus' mother ask him to do to help her? Did he do it willingly and cheerfully? Then Jesus was obedient to his mother, wasn't he?

What did Jesus' father ask Jesus to do to help him? Did Jesus do it willingly and cheerfully? Then Jesus was obedient to his father, wasn't he?

Do you think that Jesus pleased God, our heavenly Father, by being an obedient boy in his own home? Yes, I am sure that he did. Shall we sing about the little Lord Jesus who was a helpful, happy child in his home?

All (sing): "The Playmate of Nazareth" (No. 115).

Leader: Our dear heavenly Father, we ask thee

to make each one of us a helpful, obedient, loving child, just like the little Lord Jesus. Amen.

Pledge of Allegiance to the American Flag.

Pledge of Allegiance to the Christian Flag.

Announcements and Dismissal.

LESSON XVIII

HELPING TO CARE FOR PETS

I. Aim:

To help the child to be kind and gentle to pets and weaker life and to help him to understand that by so doing, he may please God, our Father, and have a share in his work.

II. Program of Worship:

Quiet Music: "Saviour, Like a Shepherd, Lead Us" (Methodist Hymnal, No. 677).

All (repeat): "Serve Jehovah with gladness;
Come before his presence with singing."

Pianist (plays): "O Come and Let Us Worship" (No. 3).

All (sing): "O Come and Let Us Worship" (No. 3).

Leader: Let us show our love for our heavenly Father by bringing our gifts of money which are going to help the little children whom he loves. (Offering is received.)

Leader: Let us ask our heavenly Father to bless the gifts we have brought.

All (repeat after leader): Dear heavenly Father, bless our gifts of money. We ask thee to use them to help other little children. Amen.

Leader: Who gave us the nighttime for sleep and rest and the daytime for work and play?

Shall we sing about our heavenly Father's gift of day and night?

Pianist (plays): "God's Gift of Day and Night" (No. 10).

All (sing): "God's Gift of Day and Night" (No. 10).

Leader: Who hath made everything beautiful?

Children: "He hath made everything beautiful."

Leader: I think we would like to sing about the beautiful world which our Father has made.

All (sing): "This Is My Father's World" (No. 14).

Leader: I want you to name some of the beautiful things that our heavenly Father has made. (After a number of children have given responses, the leader says):

Yes, God, our Father, has made all of these beautiful things.

"God made the little birds and flowers,
And all things great and small,
He'll not forget his little ones;
I know he loves them all."

(Anonymous.)

God likes to have us be his helpers in caring for the things that he has made. He likes to have us give the thirsty flowers a drink. He likes to have us feed the little birds. He likes to have us be kind to pets and animals. Yesterday we heard a story about a little shepherd who was kind to his father's sheep. Let us sing our song which tells us how lovingly and tenderly a good shepherd cares for his sheep.

All (sing): "Little Lambs So White and Fair" (No. 51, stanza 1).

Leader: Our heavenly Father, we thank thee that we can be thy helpers by caring for the flowers and the little birds and the animals whom thou hast made. Amen.

III. Lesson Plan:

Material for Illustration: Pictures—"Sheep. Spring," Anton Mauve (Perry Picture Co.). "The Sheep That Was Lost" (Beginners' Picture Set, Part II).

Approach to the Lesson Story: (Show picture, "Sheep. Spring.") Whom do you see in this picture? Where is the shepherd leading his sheep? Why does he lead them out to the green fields? Where does he take them when nighttime comes? A long, long time ago the place where the sheep stayed at night was called the sheepfold. It was something like a barn, and when the sheep were in it, they were sheltered and warm and safe from harm.

Lesson Story: "The Good Shepherd" (Alberta Munkres).[1]

Once there was a shepherd who had many, many sheep. He loved them very much and had them all named. There were Fleecy, Snowball, Mother Patience, Bright Eyes, and ever and ever so many more. The sheep loved the shepherd too, and knew his voice, and when he called they always came running quickly. In the daytime the shepherd led his sheep out into the green pastures, where they might eat the grass and drink the clear, cool water, and at night he kept them in a fold, where they were safe from harm.

[1] From *Primary Method in the Church School.* Used by author's permission.

One morning the shepherd started to take his sheep to the pasture. He opened the door of the fold, held his staff low across the doorway, and called, "Come, Fleecy! Come, Mother Patience! Come, Bright Eyes!" They all came quickly, and as they jumped over the staff, he counted, "One, two, three, four, five, six," and on and on and on, until he had counted all of them. Then he started to lead them to the pasture.

They went to the first hill, but the grass was all nibbled off. It was bare, so they could not stop. They went through the valley and on to the next hill, but the grass was short there too. So they went on and on, over hills and through valleys, until at last they came to the mountainside, where there was plenty to eat and drink. The nice, fresh grass seemed to say, "Come and eat! Come and eat!" And the little brook that was singing down the mountainside seemed to say, "Come and drink! Come and drink!" The trees too seemed to stretch out their arms and say, "Come and rest in my shade!"

The shepherd said, "This is where we shall stay to-day," and he sank down in the shade of the tree. Some of the sheep nibbled the fresh grass, some stopped for a cool drink, and some scampered about, and all of them had a very happy time indeed.

Once little Bright Eyes strayed away from the others and the shepherd had to call: "Come back, Bright Eyes, come back! You might get lost or hurt in the brambles."

So the day passed on until late in the afternoon the shepherd looked up into the sky and saw a black cloud gathering. "We must hurry," said he. "It

is going to rain." So he gathered his sheep together quickly, so quickly that he did not notice that Bright Eyes was not there. Then he hurried the sheep down the mountainside and on toward home.

It grew darker and darker. Soon great drops of rain began to fall, slowly at first and then faster and faster until it was raining very hard. Over the hills and valleys they went and on and on and on, until at last they came to the fold.

The shepherd opened the door of the fold, held his staff low across the doorway and as the sheep jumped over he counted, "One, two, three, four, five, six," and on and on and on, until he had counted all of them—but one was gone. He closed the door and looked at the flock carefully. It was Bright Eyes that was gone.

Now the shepherd was cold, wet, tired, and hungry, but he could not be happy to stay there when he knew that his little sheep was alone somewhere out in the dark and cold. Mother Patience rubbed against him and seemed to say, "Can you not find my little lamb that is lost?"

So the shepherd brought bowls of water for the thirsty sheep and bound up the scratches that the brambles had made. Then he went out again and back to the pasture.

When he came to the first hill he called, "Bright Eyes! Bright Eyes!" but there was no answer. He went down into the valley and on to the next hill calling again and again for his little sheep, but there was no answer. At last he came to the mountainside where the sheep had grazed all day, and again he called, "Bright Eyes! Bright Eyes!" There was a faint "Aa, Aa!" He called again and

this time he heard very clearly, "Ba, Ba!" and he knew that Bright Eyes must be caught in the brambles near by. He pushed through the bushes, although they scratched his hands and tore his clothing, until at last he stood beside the poor little lamb that was held fast by the thorns.

He loosed it and lifted it up into his arms. Then he wrapped his great coat around the frightened and shivering lamb and started home.

Over the hills and through the valleys he went, but do you think he cared now that he was cold, wet, tired, and hungry? No. He did not think of that now because he had found the little sheep.

At last he came to the fold and put Bright Eyes down with the other sheep. Mother Patience rubbed against him and seemed to say, "Thank you, for finding my little lamb," and the shepherd was very happy because he had found the sheep that had been lost.

Prayer: Our dear heavenly Father, we thank Thee for the story of the good shepherd, who was kind to the little lamb that was lost. Amen.

Hymn: "Little Lambs So White and Fair" (No. 51, stanza 1). (Played through softly by pianist and then sung softly by all.)

Expression of Lesson: (Show picture, "The Sheep That Was Lost.") Whom do you see in this picture? What is the good shepherd doing? Why do you think he went away out in the darkness and the cold to hunt for the little lamb?

Have you any pets in your homes? What are they? What can you do to help take care of them? (Treat them kindly, feed them, etc.) We are glad to be kind to the birds and animals, because we

know that it pleases our heavenly Father when we help to take care of them.

Other Expressional Activity: Children go to their tables and continue their work in their scrapbooks. It is suggested that on this day they mount pictures of birds and animals.

IV. Period of Recreation:

Games for Girls' Group:

Muffin Man, B., p. 282.
London Bridge, B., p. 278.
Charley Over the Water, B., p. 65.
Mulberry Bush, B., p. 283.

Games for Boys' Group:

Squirrel in Trees, B., p. 185.
Hopping Relay Race, B., p. 106.
Frog in the Middle, B., p. 96.
Center Catch Ball, B., p. 355.

V: Closing Program:

Leader: Before we go to our homes I think we should like to sing together some of the songs that tell us about the dear Lord Jesus, God's best Helper. You may raise your hands and tell me what songs you would like to sing. (After the children have sung all their songs about Jesus, the leader makes the closing prayer.)

Leader: Our dear heavenly Father, we thank thee for the dear Lord Jesus, thy very best Helper. Teach us how to be kind and helpful and loving as Jesus was. Amen.

Salute to the American Flag.
Salute to the Christian Flag.
Announcements and Dismissal.

LESSON XIX

HELPING TO CARE FOR FLOWERS

I. Aim:

To help the child to sense the joy that may come from helping to care for the beautiful flowers that God our Father has made.

II. Program of Worship:

Quiet Music: "Blow Upon My Garden, Wind" (No. 65).

Call to Worship: "I was glad when they said unto me,
Let us go unto the house of Jehovah."

Hymn: "This Is God's House" (No. 1).

Hymn: "Giving Thanks" (No. 21).

Offering.

Offertory Hymn: "Gifts of Love" (No. 29).

Hymn: "This Is My Father's World" (No. 14).

Prayer: "We thank thee, O our Father,
For all thy loving care;
We thank thee that thou madest
The world so bright and fair.
We thank thee for the sunshine,
And for the pleasant showers;
And O, our God, we thank thee,
We thank thee for the flowers."
(Anonymous.)

III. Lesson Plan:

Material for Illustration: Pictures of flowers (if possible, have pictures of red roses, hollyhocks, and forget-me-nots). Vase containing cut flowers, either wild or cultivated. Picture—"Mother's Roses," Jessie Wilcox Smith (Cosmopolitan Print Department, New York City).

Approach to the Lesson Story: I want you to look at these pictures here beside me. Which of our heavenly Father's good gifts do you see in them? Can you tell me the names of some of these beautiful flowers? (If children cannot name the flowers, name them for them.) And now I want you to look at the flowers in this vase. As we look down into their dear little faces I think we can hear each one of them whispering ever and ever so softly: "God made me! God made me!" And I know we want to bow our heads and close our eyes and say "Thank you" to our loving heavenly Father for his wonderful gift of the flowers. Will you all say after me: "Dear heavenly Father, we thank thee for the lovely flowers that make us happy." Amen. (Children do as Leader has suggested.)

And now I am going to make believe that I am planting a little flower garden right here beside me. First I want a little red rosebush. Mary, will you make believe that you are our red rosebush? (Child comes and kneels in front of teacher.) Next I want a dear little blue forget-me-not plant. Florence, will you play that you are our forget-me-not plant? (Child comes and kneels beside other child.) And now I should like to have some lovely tall red hollyhocks for our garden. (Choose three or four children for hollyhocks.) We will make believe that

all our flowers are sleeping, just waiting for a bright sunbeam to come and touch them ever so gently and wake them up. Harry, will you be our sunbeam, who touches the sleeping flowers and wakens them? (Sunbeam comes forward, and as he touches each flower, the flower lifts its head and turns its face toward him.) And the little flowers all lifted their heads and smiled at the gentle sunbeam who had wakened them! (Children rise and go back to their seats.)

We are going to learn a song that tells us about the beautiful flower garden we have just been planting. (Quote and then teach stanzas 1 and 2, "Blow Upon My Garden, Wind," Hymn No. 65.)

Lesson Story: "A Flower That Helped." There was once a little boy whose name was Tony. Tony and his mother and father and his little brother Sammy lived in two tiny rooms on a crowded city street. There was no lovely green grass near their home and no beautiful shade trees, so the only place where Tony and Sammy and their little friends could play was on the narrow, dusty streets.

But one glad summer day some kind teachers from the church school took Tony and Sammy and the other little children who lived near their home away from the crowded city out into a great, beautiful garden in the country. Within that garden there were the tallest trees and the loveliest flowers and the brightest butterflies that you can think of. All day long the little birds hopped across the ground or flew from tree to tree, singing merrily. The children from the crowded city thought that no place in all the world could be lovelier than this wonderful garden that they had come to visit.

Tony and Sammy loved all the beautiful things that they saw. They loved the trees and the green grass and the birds and the butterflies; but there was nothing in all that garden that made them quite so happy as the flowers. They stooped down and gently touched the fragrant blossoms with their little hands, and Tony said: "I wish there was a flower garden near our house. Then we could see the flowers every day and be happy all the time."

And little Sammy said, "I wish so too."

At last the glad day in the garden was over, and the teachers took the tired little children back to their homes in the crowded, noisy city. Many, many days came and went, but Tony and Sammy never forgot that wonderful flower garden. Almost every day they talked about it and wished, oh so much, that they might see the dear little flower faces again!

Summer went and autumn came, and at last one day about a month before Christmas time, little Sammy became very, very sick. When the kind doctor came to visit the little boy, he told his mother that Sammy would have to lie quietly in bed for a long, long time. And so day after day the little boy lay in bed wishing that he had something to play with there in his room, or that he could run out of doors and play on the street with the other children.

It made Tony feel very badly to see his little brother lying there sick day after day, and he wished with all his heart that there was something that he could do to help make him better. One night, just before Sammy went to sleep, he and Tony began to talk again about the flowers in that lovely

far-away flower garden. And Sammy said, "Oh, Tony, I wish I had just one of those beautiful flowers to look at!"

And Tony said, "But, Sammy, the teacher told us that all those flowers had gone to sleep during these cold, cold days. We couldn't get any of them now."

And Sammy answered, "Oh, Tony, I wish that somewhere you could find me just one flower!"

And, oh, how Tony wished that somewhere he could find a flower to make his little sick brother happy! He thought and thought and thought, but try as hard as he might, he couldn't think of any place where he could get a flower for Sammy.

One day not very long after Tony and Sammy had been talking about the flowers, Tony was in his class in the church school. That day the teacher told all the children a lovely story about the beautiful flowers that God, our Father, had made to make his children happy. After she had finished the story she took from a box beside her one of the queerest things that Tony had ever seen. It wasn't a very pretty thing. It was round and brown and hard, and Tony wondered and wondered what it could be. The teacher held the little brown thing up so that all the children could see it, and then she said: "This is a flower's home. Away down inside of it a little flower is sound asleep. If I put this little home in a dish and cover it all over with some tiny stones and then cover the stones with water, some day very soon the flower will wake up and begin to grow. And then if I take good care of it every day and give it water to drink and a warm, sunny place in which to stay, some

day soon a lovely, tall flower will grow out of the little home.

What a glad smile spread over Tony's face at the teacher's words! Oh, if only he could get a little flower's home, like that, to take home to Sammy!

Then the teacher said: "Here in this box beside me I have a flower's home like this for each one of you children. I want you to take it home and plant it in a dish and cover it with water and tiny stones. Keep it in a dark place for a week and then put it in the warm sunshine. If you take good care of it every day, I think you will have a lovely flower to make your home bright and sweet on Christmas Day."

Tony was so excited that he could hardly wait until the teacher placed one of the queer, round, brown, hard things in his hand. He thanked her for it and then he told her how much Sammy had wanted a flower. The teacher was glad to know that her gift was going to bring a little sick boy so much happiness.

When the church school was over, Tony ran home as quickly as he could. In his hand was clasped tightly the wonderful gift that the teacher had given him. He went straight to Sammy's bedside and held up the little brown thing so that his brother could see it. "See, Sammy, see," he said, "I have brought you a little flower's home! We are going to plant it in some water and some day a lovely flower will grow right out of it."

Sammy's face grew bright with happiness. Here was a little flower's home, all his own—his and Tony's! They could make believe it was their little garden, and take care of it, and watch it grow.

And then some day they would have a lovely flower all of their very own!

Tony brought a dish and put the little, round, brown thing in it. Then he covered it over with some tiny stones that the teacher had given him. Last of all he poured some cool water over it, because he knew that a drink of water would help to wake the flower that was sleeping away down inside the little brown home.

Then he placed the dish in a dark corner of the room, so that the flower would begin to grow.

Every day he carried the little dish to Sammy's bedside, and together he and Sammy watched what was happening to the flower's home. First, they saw some tiny white roots grow out of the bottom of the little brown home and wrap themselves ever so tightly around the stones. Then out of the top of the little home some pretty green leaves began to grow. When Tony saw the green leaves he knew that they would need the sunlight to help them, and so every morning he took the dish away from the dark closet where he had kept it at first and placed it where the warm, bright sunbeams could touch the leaves and help them to grow.

Each day the leaves grew higher and higher and higher. They seemed to be reaching up toward the bright sunbeams, that touched them so gently every day.

Then Tony and Sammy began to wonder and wonder about the flower. When would they see it? What color would it be? Would it open by Christmas Day?

Sammy was so excited and so happy with watching the flower, that he almost forgot that he

had to lie quietly in bed and couldn't run about and play like other children.

At last the night before Christmas came. There was no flower in sight yet, but at the very top of one of the green leaves there was a beautiful bud, that looked as though it were going to open very soon. When Tony told Sammy, "Good night," Sammy said: "Do you think we'll see the flower to-morrow, Tony?"

And Tony said: "Yes, I think we will!"

When the children awoke on Christmas morning, the first thing they thought about was the flower. Tony jumped out of bed and ran to the warm closet where they kept the plant at night. When he opened the closet door, he smelled the sweetest fragrance that he had ever smelled in all his life. "Oh! Oh! Oh!!" he said. "The flower! The flower! The flower!"

He picked the dish up quickly and carried it to Sammy's bedside. And as he and Sammy looked, they saw that the bud had opened and that in its place were some lovely, tiny snow-white flowers, shaped almost like stars. Tony placed the dish on a chair beside Sammy's bed, where Sammy could look at it every minute.

After Tony was dressed and had had his breakfast, he went out and called all his little playmates who lived in the crowded houses near his home. He wanted them to see the flower too.

When they came into Sammy's room they looked at the flower and touched it gently. They thought that they had never seen a flower quite so beautiful, and they were glad because Tony and Sammy had shared it with them.

And as the lovely, snow-white flower petals looked up into the children's faces, they too were glad because they had brought so many children happiness on Christmas Day.

Expression of Lesson: Do you have any plants or flowers at home that you help to take care of? What do you do to help them grow? (Water them, place them where the sunbeams can touch them, etc.) It makes our heavenly Father glad when we children help to take care of the lovely flowers that he has made. How can we make other people happy with our flowers? (By sharing them with mothers, little playmates, or sick friends.)

Other Expressional Activity: Have children go to their tables and continue their work on their scrapbooks. It would be well if on this particular day they could mount pictures of flowers and trees.

IV. Period of Recreation:

Games for Girls' Group:

Do This, Do That, B., p. 75.
Drop the Handkerchief, B., p. 80.
London Bridge, B., p. 278.
Squirrel in Trees, B., p. 185.

Games for Boys' Group:

Do This, Do That, B., p. 75.
Drop the Handkerchief, B., p. 80.
Simon Says, B., p. 235.
Hill Dill, B., p. 105.

V. Closing Program:

Quiet Music: "Blow Upon My Garden, Wind" (No. 65).

All (sing): "Blow Upon My Garden, Wind," stanzas 1 and 2.

Leader: Who hath made everything beautiful?

Children: "He hath made everything beautiful."

Leader (quotes stanza 1, "All Things Bright and Beautiful," Thomas, No. 44).

Leader: Let us sing "Thank you" to our heavenly Father for all the beautiful things in the world about us to-day. (Leader quotes words of "In Closing," Hymn No. 37).

All (sing): "In Closing" (No. 37).

Pledge of Allegiance to the American Flag.

Pledge of Allegiance to the Christian Flag.

Announcements and Dismissal.

LESSON XX

SHOWING KINDNESS TO FRIENDS

I. Aim:

To help the child to be kind and courteous and unselfish toward friends.

II. Program of Worship:

Quiet Music: "Prelude" (No. 118).

Leader: "This is the day which Jehovah hath made;
We will rejoice and be glad in it."

Pianist (plays softly): "Thank You, Father" (No. 16).

All (sing): "Thank You, Father" (stanza 1).

Leader: Let us make believe that it is very early in the morning. We are standing by the window, looking out at the bright, beautiful daytime that our heavenly Father has made. As we look, let us bow our heads and close our eyes and say: "Thank you, heavenly Father, for the gift of the daytime." (Children do as Leader has suggested.)

All (sing): "Thank You, Father" (stanza 2).

Leader: And now let us make believe that we are all gathered around the breakfast table. Before we eat, we will bow our heads, and close our eyes, and say, "Thank you, heavenly Father, for the food so good to eat." (Children do as Leader has suggested.)

All (sing): "Thank You, Father" (stanza 3).

Leader: It is bedtime now, and mother has told each one of us good night, but before we go to sleep,

we want to close our eyes and say quietly: "Thank you, heavenly Father, for play and rest." (Children do as Leader has suggested.)

Leader: One of the ways in which we can show our love and thanks to our heavenly Father for all his good gifts to us, is by bringing our gifts of money for other little children whom he loves and whom he wants us to help. Before we bring our gifts, let us sing our song which thanks our heavenly Father for his love for children in every land. (Leader quotes stanzas 1 and 2 of hymn, "Giving Thanks," No. 21.)

All (sing): "Giving Thanks" (No. 21).

Leader: Let us bring our gifts of money now. (Offering is received.)

All (sing): "Gifts of Love" (No. 29).

III. Lesson Plan:

Approach to the Lesson Story: This morning we are going to think for a little while about our friends and playmates. Have you a little friend with whom you play, Rose? What do you do to make her happy? (Ask these questions of several children.) Why are we always glad to do things to make our friends happy? (Because we love them.)

Lesson Story: "A King's Son Shows His Love for a Shepherd Boy." (References: 1 Samuel 18. 1-9; 19. 1-3; 20.)

A long time ago in a far-away country there lived a king's son whose name was Jonathan. Because Jonathan was the king's son, he had the finest clothes and the best sword of any boy in all that land. The most beautiful thing that he had to wear was a long robe that had been given him

by the king, his father. Jonathan was very proud of this beautiful robe. He liked it better than anything else he had and he always wore it to show that he was the son of the king.

One day a brave shepherd boy named David came to live in the king's home. Jonathan was very glad to have David come to live in his home, for he knew that he and David would have many happy times together.

And, oh, they did have such good times together! Sometimes in the daytime they would help the king's soldiers with their work, and the soldiers were always glad to have David and Jonathan help them, because they were very brave. Sometimes at night, before they went to bed, David would tell Jonathan stories of how he used to care for his father's sheep before he came to the king's house to live, and of how he guarded all the white, woolly sheep and all the tiny fleecy lambs from the hungry lions and bears that wanted to eat them up.

Every day Jonathan grew to love David more and more. He loved him because he was brave and because he was kind and good to every one. One day Jonathan said: "David, I love you so much that I want to give you my beautiful robe that was given me by the king, my father. It is the very best gift that I can give you."

This gift made David very happy. He said: "Thank you, Jonathan, for giving me your beautiful robe. I will take the best care of it that I can."

But, children, Jonathan was not the only one in that far-away country who loved David. All the other people in the country loved him very

much too. They loved him because he was brave and because he was kind and good to every one. They loved him even better than they loved the king.

The king did not like to have the people love David so much. He said: "I do not want the people to love David more than they love me. I am afraid they will want to make him king in my place. I want to be king myself for a long, long time. I know what I will do. I will kill David. Then the people will forget about him and they will keep me for their king for a long, long time."

Jonathan heard the king say, "I will kill David." This made him feel very sad. He went to David as quickly as he could and said: "David, the king does not like you. He wants to hurt you. You must go away from here quickly and hide out in the field, where the king cannot find you. I love you and I do not want anyone to hurt you."

And David said: "Thank you, Jonathan. I will do just as you say." Then David did just as Jonathan had told him to. He went away quickly and hid out in the field where no one but Jonathan knew where to find him. Oh, how glad David was that God, the Father, had given him such a kind helper and friend as Jonathan!

The next day David was still hiding out in the field. He did not come to dinner in the king's home, because he knew that the king wanted to hurt him.

When the king saw that David had not come to dinner, he said to Jonathan: "Jonathan, where is David? Why did he not come to dinner?"

And Jonathan said: "David is far away from

here. He did not come to dinner, because he knows that you want to hurt him."

Then the king was very, very angry. He said: "When I find David I will surely kill him."

Oh, how sad it made Jonathan feel to hear the king say, "I will kill David!" As soon as Jonathan could leave home he hurried out to the field where David was hiding.

David was watching for Jonathan and hoping that he would come soon. He saw Jonathan coming, when Jonathan was still a long way off. He wondered what message Jonathan would bring. Oh, how he did hope that Jonathan would say that the king was not angry any more and that he might go back to the king's house to live!

Soon Jonathan came up to the place where David was. And Jonathan said: "David, the king is very, very angry at you. You cannot stay here, for if the king finds you, he will surely hurt you. You must go to a far-away country where the king cannot find you. There you will be safe, and no one can harm you."

Then David knew that he would have to leave Jonathan, the friend whom he loved so dearly. This made him feel very sad. He and Jonathan told each other Good-by. They promised that they would always be friends, even when they were far, far away from each other. Then Jonathan went back to his home and David started on his way to the far-away country. And every day after that while David was in the far-away country he always remembered Jonathan; and every day he thanked God, the loving Father, for giving him Jonathan, his kind helper and friend.

Prayer: Dear heavenly Father, we thank thee for giving us playmates and friends to help us and make us happy. Amen.

Teaching of Memory Verse: One day when Jesus was talking with the friends whom he loved he said to them: "Love one another" (John 15. 12). And that means, "Try to be kind and loving to everybody." We want to learn those beautiful words of Jesus, which tell us about loving our friends. Let us say together: "Love one another." (All repeat verse.)

Expression of Lesson: I want you to think about some little friend or playmate whom you love. Then I want you to be ready to tell me something that you are going to try to do to make that friend happy. (Give as many children as possible chance to respond.)

This morning I think that each one of us would like to make a gift for a friend whom we love. When we go to our tables we are going to mount on pretty cards the beautiful picture of Jesus, the Friend of little children. Then we can give these pictures to our friends, and tell them one of the stories about the dear Lord Jesus, who is the best Friend that little children have. (Children go to their tables and mount pictures of Plockhorst's "Christ Blessing Little Children." They leave their handwork on the tables until after the closing program, at which time they are encouraged to take to their friends the gifts they have made.)

IV. Period of Recreation:

Games for Girls' Group: Let the girls suggest favorite games from those they have already learned.

Games for Boys' Group: Let the boys suggest favorite games from those they have already learned.

V. Closing Program:

Quiet Music: "I Think When I Read That Sweet Story" (No. 27).

All (sing): "I Think When I Read That Sweet Story" (No. 27).

Leader: What words did Jesus say to his friends when he was teaching them to be kind and loving to everybody?

All (repeat): "Love one another."

Leader: Let us sing about Jesus' love for each one of us.

All (sing): "Jesus Loves Me, This I Know."

All (with bowed heads repeat):

"Jesus, Friend of little children,
Be a Friend to me.
Be thou near and ever keep me
Close to thee." Amen.
(Rev. Walter J. Mathams.)

Pledge of Allegiance to the American Flag.

Pledge of Allegiance to the Christian Flag.

Announcements and Dismissal.

Note: At the conclusion of the service, the teachers distribute the gifts that the children have made for their friends.

LESSON XXI

SHOWING KINDNESS TO SICK FRIENDS

I. Aim:

To develop in the child an attitude of thoughtfulness and kindness toward those who are sick or in trouble.

II. Program of Worship:

Quiet Music: "Andante" (No. 122).

Leader: Let us thank our heavenly Father for his loving care over us through another night and for his beautiful gift of the morning light.

All (repeat after Leader):

"Father, we thank thee for the night,
And for the pleasant morning light,
For rest and food and loving care,
And all that makes this day so fair." Amen.
(Rebecca J. Weston.)

Leader: I think we would like to show our love for our heavenly Father by bringing our gifts of money that are going to help the little children whom he loves. (Offering is received.)

All (sing): "Gifts of Love" (No. 29).

Leader: And now I think we would like to sing our song which tells us about the beautiful flower garden that we planted here the other morning.

Pianist (plays): "Blow Upon My Garden, Wind" (No. 65).

All (sing): "Blow Upon My Garden, Wind," stanzas 1 and 2.

All (sing): "This Is My Father's World" (No. 14).

Responsive Service:

Leader: Who hath made everything beautiful?

Children: "He hath made everything beautiful."

Leader: From whom does every good gift come?

Children: "Every good gift and every perfect gift is from above, coming down from the Father."

Leader: To whom is it good to give thanks for all our good gifts?

Children: "It is a good thing to give thanks
unto Jehovah,
And to sing praises unto thy name,
O Most High."

Leader: What was the best gift that God, our Father, ever gave to his children?

Children: "God so loved the world, that he gave his only begotten Son."

Leader: Let us thank our heavenly Father for his best gift.

Leader: Our loving heavenly Father, we thank thee for sending us the dear Lord Jesus to be our Helper and our Friend.

III. Lesson Plan:

Material for Illustration: Picture—"The Good Samaritan," Plockhorst (Beginners' Picture Set, Part II).

Approach to the Lesson Story: Let us all sing together "Tell Me the Stories of Jesus" (No. 22, stanzas 1 and 2).

One of the things that Jesus did to make other people happy was to tell them some of the most beautiful stories they had ever heard. This morning I am going to tell you one of the stories that Jesus once told to his friends.

Lesson Story: "A Man Is Kind to His Neighbor." Reference Luke 10. 30-35.

Once upon a time in a far-away country a man was traveling along a road. It was a very lonely country road, and beside it there were rocks with dark hiding places. Among the rocks some bad men called robbers were hidden. These robbers were watching the man who was traveling along the road. When the man came near the place where the robbers were hidden they jumped out from behind the rocks and took away all his money and all his clothes. They beat him and hurt him very badly. Then they ran away and left him lying by the roadside.

The man was hurt so badly that he could not move. He hoped that someone would soon come down the road, someone who would stop and help him. He listened and listened and listened. After a while he heard footsteps, very faint and far away. "Someone is coming," he thought, "someone who will stop and help me!" Nearer, nearer, nearer, the footsteps came. Soon a man called a priest came along. The priest looked at the poor man, and the man said to him, "Won't you help me?"

But the priest shook his head. He was in a hurry and he did not want to stop and help anybody. So he crossed over to the other side of the road and hurried on his way.

The man who was hurt waited and waited. Oh, how he did hope that someone else would soon come down the road, someone who would stop and help him! After a while he heard more footsteps, very faint and far away. "Someone is coming," he

thought, "someone who will stop and help me!" Nearer, nearer, nearer the footsteps came. Soon another man, called a Levite, came along. The Levite looked at the poor man, and the man said, "Won't you help me?"

But the Levite shook his head. He too was in a hurry and did not want to stop and help anybody. So he crossed over to the other side of the road and hurried on his way.

Again the man who was hurt waited and waited. He felt so tired and sick. Oh, how he did hope that someone else would soon come down the road, someone who would stop and help him! After a while he heard the sound of more footsteps. This time they were the footsteps of an animal. Nearer, nearer, nearer the footsteps came. Soon a man came along riding on a donkey. His name was the Good Samaritan. He saw the poor hurt man lying by the roadside, and he was very sorry for him. He wanted to help him. He got down off the donkey and knelt down beside the poor man. He took a bottle of oil that he was carrying, and gently bathed the man's sores. He bound all the sore places up with soft cloths. He took his own long coat and wrapped it around the poor man. Then he gently lifted the man up on his donkey and walked along by the donkey's side.

Soon they came to a big house. The Good Samaritan lifted the hurt man off the donkey and carried him into the house. All night long he stayed with him and took care of him. He did everything he could to make him feel better. When morning came the Good Samaritan had to start on his journey again. Before he went away, he gave some

money to the man who lived in the big house, and said to him, "Please take good care of the poor hurt man until he is well again, and if it costs you more money than this, I will pay you when I see you again."

How glad the hurt man was that he had found such a kind friend as the Good Samaritan! He thanked the Good Samaritan for helping him and being so kind to him. And the Good Samaritan went on his way with gladness in his heart, because he had been able to help somebody who was in trouble.

Expression of Lesson: (Show picture "The Good Samaritan.") I want you to look at this picture. Whom do you see in it? What is the Good Samaritan doing? Why do you think he wanted to help the poor hurt man?

There is a verse in God's book, the Bible, which tells us how good it is to be kind and helpful to everybody. It says: "Be ye kind one to another" (Ephesians 4. 32a). Shall we say that verse together?

Sometimes we boys and girls have friends who are sick. Can you think of any kind, helpful things that we can do for sick friends? (It may be that there are children in your Vacation-School group who are absent because of sickness, or there may be children whose parents or brothers or sisters are sick. Wherever this is the case, it will be a fine thing to encourage the children in the Primary Department to plan a surprise for these sick people in connection with this lesson. The surprise may take the form of flowers, picture cards, or anything else that the children may suggest.)

We are going to our tables now, and I think that

this morning each of you would like to draw a picture of yourself doing something to make a sick friend happy. Think quietly for a moment and then be ready to tell me what you would like to draw. (Have children march to tables. When you are sure that each child knows what he wants to draw, give out pencils and paper and let children commence their work.)

IV. Period of Recreation:

Games for Girls' Group:

Farmer in the Dell, B., p. 265.
Slap Jack, B., p. 178.
Bean Bag Board, B., p. 304.
London Bridge, B., p. 278.

Games for Boys' Group:

Cat and Rat, B., p. 60.
Single Relay Race, B., p. 175.
Charley Over the Water, B., p. 65.
Hill Dill, B., p. 105.

V. Closing Program:

Quiet Music: "My Day" (No. 72).

All (sing): "My Day" (No. 72, stanza 1).

Leader: Let us say together our verse which tells us about being kind and helpful to everybody.

All (repeat): "Be ye kind one to another."

Leader: Let us ask our heavenly Father to teach us to be kind and helpful to everyone.

All (with bowed heads repeat):

Dear heavenly Father,
"Help us to do the things we should,
To be to others kind and good,

In all we do in work or play,
To grow more loving every day." Amen.
(Rebecca J. Weston.)

Pledge of Allegiance to the American Flag.
Pledge of Allegiance to the Christian Flag.
Announcements and Dismissal.

LESSON XXII.

SHOWING KINDNESS TO FAR-AWAY FRIENDS

I. Aim:

To help the child to understand that the heavenly Father's children in far-away countries are his friends, and to help him to be willing to share what he has with other children who are more needy than he.

II. Program of Worship:

Quiet Music: "The Hour of Worship" (No. 125).

Leader: "This is the day which Jehovah hath made;
We will rejoice and be glad in it."

All: "I was glad when they said unto me,
Let us go unto the house of Jehovah."

All (sing): "This Is God's House" (No. 1).

Leader: As we come into our heavenly Father's house this morning, we are glad for his gift of a new day, and I think we would like to sing about his gift of day and night.

Pianist (plays): "God's Gift of Day and Night" (No. 10).

All (sing): "God's Gift of Day and Night."

Leader: Let us thank our heavenly Father for his gift of day and night.

All (repeat):

"Father, we thank thee for the night,
And for the pleasant morning light,
For rest and food and loving care,
And all that makes this day so fair." Amen.
(Rebecca J. Weston.)

Leader: We are glad too this morning because our heavenly Father loves us and all little children everywhere. Shall we sing about his love for children in every land?

All (sing): "Giving Thanks" (No. 21).

Leader: What verse did Jesus teach us that tells us about loving all our friends everywhere?

All (repeat): "Love one another."

Leader: Let us bring our gifts of money that are going to show other little children how much we love them. (Offering is received.)

All (sing): "Gifts of Love" (No. 29).

III. Lesson Plan:

Lesson Story: "The Adventures of a Can of Milk." (Adapted from the story by Minna McEuen Meyer. Used by the author's permission.)

There was once a tin can of milk that stood on the shelf of a grocery store.

One day a mother came into the store and said to the clerk: "I want a can of milk." The clerk went to the shelf, took down the milk, and gave it to her, and she tucked it away in her bag. Then she bought some other things—some fruit, and some vegetables, and a loaf of bread—and after she had paid the clerk for them and put them all away in her bag, she went out of the store and down the street to her home.

When she entered her home she went straight to the kitchen, where she found her little boy sitting by the fire. The little boy was very thin and pale. In one hand he held a crutch, for he was lame, and he had to use the crutch whenever he walked. As soon as the boy saw his mother, his face brightened and he said: "What did you buy at the store, mother?"

And the mother said: "I will show you." Then she took out some bread and some fruit and some vegetables, and laid them on the table. Last of all she took out the can of milk that was in the very bottom of the bag. When the boy saw the milk a happy smile overspread his face.

"Mother," said he, "what are you going to do with the milk?"

And the mother said: "I am going to save it until Sunday night. Then I shall use it to make some cocoa for our supper."

"Oh, mother," said the boy, "to-day in school I heard about some people who need the milk much more than we do."

And the mother said, "Tell me all about it, dear."

Then the boy said: "Over across the ocean in the country of Armenia, there are people who are very, very hungry. There is no grain for them to harvest and no food in the stores for them to buy even if they had money. So all the people in our State are giving something—flour and beans and rice and other things. We are going to fill a ship and send it over to the hungry people, and our teacher said that each child in our class might bring a can of milk for those hungry little children, if he could. May I take this can of milk that you have just

bought? I have six pennies saved, and I will give you those for it, mother."

And the mother said, "Yes, dear, you may take it."

Then the boy took his little crutch and hobbled across to the table where he kept the bank that held his pennies. He opened the bank and took the pennies out and counted them. There were just six. He took them all to his mother, and laid them in her hand. "These are to pay for my can of milk," he said.

And the mother said, "Thank you, dear."

Oh, how happy the boy was when he went to bed that night! To-morrow he could take his can of milk and give it to the teacher for those hungry little children! He could hardly wait for daylight to come. Bright and early the next morning he awoke, and after his mother had helped him to dress, she gave him his breakfast. All during breakfast the boy kept his can of milk on the table beside him. When breakfast was over, his mother helped him into his wheeled chair, and pushed him out of the house and down the street to the school. All the way the boy held his can of milk tightly in his hand, and once he bent his head down and said softly: "I am glad my can of milk is going over to feed some hungry child. I don't care if we don't have any cocoa for supper."

As soon as he reached school he hobbled up to the teacher's desk and laid his can of milk down in front of her. "This is for some hungry little child," he said.

"Thank you, my boy," said the teacher. Then she put his can of milk in the big box with all the

other cans that the school children had brought. When school was over she packed the box and sent it to the great ship that was to carry it across the ocean to the hungry children in the far-away country.

The ship was on the ocean many, many days. At last it reached the far-away country, and the box was taken off and given to a kind lady who went from house to house, carrying food to many of the hungry little children. The lady opened the box, and on the very top she saw the can of milk that the crippled boy had sent. She put the can into her bag, and went out into a street where the houses were very old and broken down. She went into one of these houses. A woman sat by the window, making lace to sell. Her face was thin and pale and she looked very hungry. Beside the woman sat the thinnest, hungriest-looking little boy that the lady had ever seen. His hands were even thinner and his face was even paler than that of the crippled boy who walked with the crutch.

The lady took from her bag the can of milk and gave it to the boy. "Here is some milk for you, Vartan," she said. "It was sent to you by a schoolboy in America."

Vartan took the can of milk in his hands and touched it gently. He was so surprised at the wonderful gift that he couldn't say a single word.

But his mother turned from her lace work, and there was gladness in her eyes. "God bless that American boy," she said, "for sharing his milk with my hungry little child."

And if the crippled boy could have seen, I am sure that he would have been very happy to know

that his gift had brought so much joy to a hungry mother and her child.

Prayer: Our dear heavenly Father, we ask thee to bless all the gifts that the children of America share with their hungry little friends in far-away Armenia. Amen.

Expression of Lesson: Do you think that the little lame boy was a kind friend to that other little boy in the far-away country? What did he do to show the little Armenian boy that he loved him? Are there any children who live far away from our school here whom we want to help? What are some of the things that we are trying to do to help them and make them happy? Do you think that it pleases Jesus when we show our love for these far-away children? Yes, I know that it does.

Other Expressional Activity: Have children go to their tables and continue their work on their scrapbooks.

IV. Period of Recreation:

Games for Girls' Group:

Did You Ever See a Lassie? B., p. 261.
Charley Over the Water, B., p. 65.
Muffin Man, B., p. 282.
Round and Round the Village, B., p. 290.

Games for Boys' Group:

I Say "Stoop," B., p. 113.
Ring Call Ball, B., p. 399.
Squirrel in Trees, B., p. 185.
Slap Jack, B., p. 178.

V. Closing Program:

Quiet Music: "I Think When I Read That Sweet Story" (No. 27).

Hymn: "I Think When I Read That Sweet Story" (No. 27).

Leader: Let us ask Jesus, the Children's Friend, to help us to be willing to share the good things that we have with other children.

"Be near me, Lord Jesus,
I ask thee to stay
Close by me forever,
And love me, I pray.
Bless all the dear children
In thy tender care,
And help us to please thee,
And willingly share." Amen.
(Adapted from Luther's Cradle Hymn.)

Pledge of Allegiance to the American Flag.
Pledge of Allegiance to the Christian Flag.
Announcements and Dismissal.

LESSON XXIII

HELPING BY SHARING

I. Aim:

To help the child to be willing to share what he has with others, and to help him to understand that by so doing, he is pleasing the heavenly Father.

II. Program of Worship:

Quiet Music: "At Rest" (No. 124).

Leader: Let us tell how glad we are to come here to our heavenly Father's house this morning.

All: "I was glad when they said unto me,
Let us go unto the house of Jehovah."

All (sing): "This Is God's House" (No. 1).

Leader: As we come here to our heavenly Father's house this morning, we want to think of the many good things he has given us to enjoy. Think quietly for a moment and then be ready to tell me something that our kind heavenly Father has put in this "great, round, wonderful, beautiful world" to make his children happy. (Give a number of children chance to respond.) I think we would like to thank our heavenly Father for these good gifts that you have told us about. (All bow their heads while leader frames a prayer, thanking the heavenly Father for the good gifts that the children have mentioned.)

Pianist (plays): "Thank You, Father" (No. 16).

All (sing): "Thank You, Father" (No. 16).

Responsive Service:

Leader: Who hath made everything beautiful?

Children: "He hath made everything beautiful."

Leader: From whom does every good gift come?

Children: "Every good gift and every perfect gift is from above, coming down from the Father."

Leader: To whom is it good to give thanks for all our good gifts?

Children: "It is a good thing to give thanks unto Jehovah,
And to sing praises unto thy name, O Most High."

Leader: What was the very best gift that God, our Father, ever gave to his children?

Children: "God so loved the world, that he gave his only begotten Son."

Leader: What kind of a giver does God want each one of us to be?

Children: "God loveth a cheerful giver."

Leader: Let us gladly bring our gifts of money that are going to help some of the little children whom our heavenly Father loves. (Offering is received.)

All (sing): "Gifts of Love" (No. 29).

III. Lesson Plan:

Approach to the Lesson Story: We have just been bringing our gifts of love that we want to share with others. After you have thought quietly for a moment, I want you to be ready to tell me something that you have that you like to share with brothers and sisters and playmates. (Let children think quietly for a moment. Then call on a number of them to tell of the things that they like to share with others.)

Do you think that it pleases our heavenly Father when we share our things with other people? Yes, I know that it does.

This morning we are going to hear a story about a woman who found it very hard to share something that she had.

Lesson Story: "A Woman Shares All the Food She Has." Reference 1 Kings 17. 10–16.

Many years ago in a country far away from here, there lived a mother and her little son. In the country where they lived no rain had fallen for a long, long time. The ground was dry and hard, and no fruit or grain or vegetables would grow. There was very little food to eat, and all the people who lived in that land began to grow very hungry.

One day when the mother went to see how much food she had left for herself and her little boy, she found that all that was left in the house was a little bit of meal and a little oil—just enough to make two tiny cakes. She knew too that there was no place where she could buy any more food when that was gone, for the other people in the country needed the food that they had, to feed themselves and their hungry children. What could she do?

At last her boy became so hungry that he begged his mother to make two little cakes out of the last bit of meal that she had. Now the mother loved her child dearly, and she could not bear to see him hungry, so she went out to gather some sticks with which to build a fire for cooking the last little cakes.

As she was gathering a few sticks of wood from the ground, a stranger came down the road and

stopped beside her. His name was Elijah, and he was one of God's helpers who traveled about from place to place, telling people about God, our heavenly Father.

Elijah said to the woman: "I am very thirsty. Fetch me, I pray thee, a little water that I may drink." The woman wanted to be kind to the stranger and so she started to get him the drink of water for which he had asked. Then Elijah said to her: "I am very hungry also. Will you please bring me bread to eat?"

A troubled look came over the woman's face at these words of the stranger. "I have no bread," she answered. "All that I have is a little meal and a little oil, just enough to make two small cakes—one for myself and one for my little son. That is all the food we have."

Then Elijah said to her: "Do not be afraid. God, our Father, will take care of us and provide food for us. If you will share your food with me, you will have plenty left for yourself and your son."

The woman could not understand this, for she knew that there was not enough meal in the house to feed three hungry people. But she knew that it would please God, our Father, if she showed kindness to the stranger, and so she was willing to share with him all the food that she had.

After she had built a fire, she took the last meal out of her little jar and cooked a cake for Elijah. When he had eaten, she looked inside the jar and, lo, she found more meal than had been there before. There was enough to make cakes for herself and her little son, not only for one day, but for many days.

And the woman and her child never had to go

hungry any more, because they had been willing to share all the food they had with a stranger.

Prayer: Our dear heavenly Father, we are glad to hear the story of the woman who was kind to the hungry stranger and who was willing to share with him all the food that she had. Amen.

Expressional Activity: With whom are we going to share some of the gifts that we have been making here in our school this summer?

Two days from now our summer school is going to close, and I think that a good name for the last day would be "Sharing Day." Would you like to invite your mothers and fathers and friends to come here to school with you on "Sharing Day" and see the gifts of love that we are going to share with other little children?

When your mothers and fathers and friends come here to our school, would you like to share with them some of the songs and stories about Jesus that we have been learning this summer? Would you like to tell them the story about the mothers and little children who came to see Jesus one day in the long-ago time? Who would like to tell that story on "Sharing Day"? (Appoint child who is to tell the story.)

When we go to our tables this morning I think that we would like to make some envelopes to hold the invitations that will ask our mothers and fathers and friends to come to school on "Sharing Day." Our teachers have written these invitations for us and will give them to us after we have made our envelopes.

(Children go to their tables and make envelopes. The size of the envelopes will depend upon the size

of the invitations they are to contain. Each superintendent will find it necessary to determine the type of invitation to be issued by her own particular group of children.)

(To make an envelope, lay a piece of paper on the table. Fold front edge to back edge. Crease. Open. Fold left edge to right edge. Crease. Open. Turn the paper so that one corner is toward you. Fold this corner to the center. Crease. Fold the next corner to the center and crease. Fold the third corner to the center and crease. After the invitation has been inserted in the envelope, the fourth corner should be folded to the center and made secure by means of a seal.)

(In most schools the teachers and helpers will find it advisable to prepare the invitations the day before they are to be given out. This will leave for the children the task of making the envelopes, inserting the invitations, and taking them home.)

IV. Period of Recreation:

Games for Girls' Group:

Do This, Do That, B., p. 75.
Cat and Rat, B., p. 60.
London Bridge, B., p. 278.
Mulberry Bush, B., p. 283.

Games for Boys' Group:

Do This, Do That, B., p. 75.
Single Relay Race, B., p. 175.
Bean Bag Board, B., p. 304.
Puss in the Circle, B., p. 164.

V. Closing Program:

Quiet Music: "Giving Thanks" (No. 21).
Hymn: "Giving Thanks" (No. 21).
Hymn: "In Closing" (No. 37).
Pledge of Allegiance to the American Flag.
Pledge of Allegiance to the Christian Flag.
Announcements and Dismissal.

Note: At the conclusion of the morning's program the children should be given the invitations to take home.

LESSON XXIV

HELPING BY SHARING

I. Aim:

To help the child to show his love for others by sharing with them the good things that he has.

II. Program of Worship:

Quiet Music: "Tell Me the Stories of Jesus" (No. 22).

All (sing): "Tell Me the Stories of Jesus" (No. 22).

Leader: I want you to think about the dear Lord Jesus, God's best Helper. What are some of the things that Jesus did to help other people and make them happy? Why did Jesus want to help people? (Because he loved them.) Were those people who lived in the long-ago time the only people whom Jesus loved? No, Jesus loves all people in the world, and he loves each one of us. Let us sing our song which tells us that Jesus loves us.

All (sing): "Jesus Loves Me, This I Know."

Leader (shows picture, "The Widow's Mite"): I want you to look at this picture. Who are the people in it? What is the woman doing? Why did she bring this gift? Is Jesus pleased with her gift? Why?

Let us ask the dear Lord Jesus to help us to be willing to share all the good things that we have. (All bow heads, while leader repeats):

"Be near me, Lord Jesus,
I ask thee to stay,

Close by me forever,
And love me, I pray.
Bless all the dear children
In thy tender care,
And help us to please thee,
And willingly share." Amen.
(Adapted from Luther's Cradle Hymn.)

Leader: We are ready now to share our gifts of money with those little children whom Jesus loves and whom he wants us to help. (Offering is received.)

All (sing): "Gifts of Love" (No. 29).

III. Lesson Plan:

Material for Illustration: Picture—"Christ Feeding the Multitude" (Beginners' Picture Set, Part II).

Approach to the Lesson Story: Think quietly for a moment, and then be ready to tell us if you have remembered to share anything that you have, since you went home from our school yesterday morning.

What did you share, Flora? With whom did you share it? Why did you want to share it with—?

Lesson Story: "A Boy Shares His Lunch with Jesus." Reference John 6. 1–11.

Long, long years ago, in that beautiful far-away country where Jesus went about doing good, there lived a little boy. His home was a pretty white house near the shore of the beautiful blue lake of Galilee.

Early one morning, when the little boy was playing just outside the door of his home, he saw a great crowd of people hurrying down the road toward him. There were mothers and fathers;

there were little children and bigger children; and the little boy wondered where they were going.

As the crowd came nearer, the little boy heard some of the children saying: "We are going to see Jesus, the wonderful Helper."

Then the little boy called to the children and said: "Where is Jesus?"

And one of the children said: "Oh, don't you know? He and some of his friends are out on one of the hillsides close beside the blue lake? We are going there to see him."

Then one of the bigger boys in the crowd said to the little boy: "My mother is here beside me. She is carrying my little lame sister. Jesus can help my little sister to walk."

And another boy said: "All of my brothers and sisters are here in the crowd. We have heard that Jesus loves children. We want to look into his kind face and hear his kind voice and listen to the beautiful stories that he tells. Why don't you come with us too? Wouldn't you like to see Jesus?"

And the little boy answered: "Yes, I would. But I must ask mother if I may go."

Then he ran inside the little white house and said to his mother: "May I go with the other children to see Jesus, the wonderful Helper?"

And the mother answered, "Yes, you may go." She knew that her boy might be gone a long time and she did not want him to be hungry, so she gave him a little basket in which she placed five small round loaves of bread and two tiny dried fishes. "Eat these for your lunch," she said.

The boy thanked his mother and told her "Good-

bye." Then he ran out to join the great crowd of people.

On and on and on the people hurried. Oh, how eager they were to reach Jesus, to look into his kind face and hear his kind voice, and listen to the wonderful stories that he told!

At last they reached the hillside where Jesus and his friends were talking together. Jesus was glad to see them. He knew that many of them had come to ask him to help them, and he was glad for that, because he always loved to help people in every way that he could.

The little boy, with his lunch basket in his hand, came as close to Jesus as he could. He looked up into Jesus' kind, beautiful face. He saw Jesus gently lay his hands on the other boy's little lame sister and help her to walk. He saw Jesus touch the eyes of an old, old blind man and help him to see. And he listened as Jesus told all that great crowd of people the most beautiful stories they had ever heard. Oh, how the little boy began to love Jesus, and oh, how he did wish that there was something that he could do to show Jesus how much he loved him!

Hour after hour passed. Lunchtime came, but the people forgot that they were hungry. They did not want to take time to go and buy food. All that they wanted to do was to listen to the stories of Jesus. Even the little boy forgot the lunch that his mother had packed and he never even thought of opening the basket that she had given him.

At last it was evening, and the sun began to go down. Soon it would be night. The friends of

Jesus came to him and said: "It is almost night-time. The people are very hungry. Send them away, so that they may go and buy food."

But Jesus could not bear to send the people away hungry and so he said: "I do not want to send them away. Haven't you any food to give them?"

When the little boy heard Jesus ask his friends for food, his heart beat high with joy. He had food in *his* basket. To be sure, there was not very much of it, and he had intended to eat it all himself, because he was very hungry. But, oh, how much happier he would be, if he could share his lunch with Jesus and the other hungry people! So he went quickly up to one of Jesus' friends and said: "Here is my lunch. I want to share it with Jesus."

The friend turned to Jesus and said: "Here is a boy who has five small loaves of bread and two tiny fishes. But what is that among so many, many people?"

A wonderful smile came over Jesus' face as he looked down at the boy beside him. "Thank you, my boy," he said. "Your lunch will help me to feed all these hungry people." And he took the basket that the boy held out to him.

Then Jesus asked all the great crowd of people to sit down upon the grass. When all were seated and everything was quite still, Jesus bowed his head and closed his eyes and gave thanks to God for the gift of food. Then he broke the bread and fishes in pieces and gave them to his friends, and they carried them to the people who were seated upon the ground. When they had given away

all that was in their hands, they came back to Jesus for more. And there was more! No matter how much food they gave to the hungry people, there was always more food in Jesus' hands when they came back to him. At last every hungry person in all that great crowd of people had had enough to eat. And it was all because a little boy had been willing to share his lunch with Jesus!

When the people had all been fed they started on their way home, for it was growing late. The boy who had shared his lunch hurried faster than any of them. He was so eager to see his mother and tell her all about his happy day. When he came to the little white house his mother was waiting for him. The boy told her of all the wonderful things that Jesus had done to help people that day. He told her how Jesus had used his lunch to feed all those hungry people. And when he went to bed that night, I think he was the happiest boy in all that country. His gift had helped *Jesus.*

Interpretation of Picture: (Show picture, "Christ Feeding the Multitude.") Whom do you see in this picture? What is the boy doing? Why does he want to bring this gift to Jesus? Is Jesus pleased with the gift? Did Jesus like to have children come to see him? Why? Let us sing our song which tells how much we should like to have been with the children who came to see Jesus? (All sing: "I Think When I Read That Sweet Story of Old," Hymn No. 27.)

Expression of Lesson: We are going to our tables now and our teachers are going to give us the things that we have been making in our school this summer.

I want each one of you to look at the things that you have made. Then I want you to tell your teacher what things you want to send as gifts of love to those other little children about whom we have been talking this summer. To-morrow morning all the boys and girls of our school are going to meet together. It will be "Sharing Day," and we are going to bring all the gifts that we want to share with other little children. We will put all these gifts into a big box, and some day soon we will pack the box and send it to those little children for whom we have been making our gifts. (Children go to their tables. The teachers give them the gifts that they have made, scrapbooks, picture cards, etc., and each child decides what things he will save to put in the box on "Sharing Day." The other things that he has made, he may be permitted to take home.)

IV. Period of Recreation:

Games for Girls' Group:

Oats, Peas, Beans, B., p. 287.
Drop the Handkerchief, B., p. 80.
Muffin Man, B., p. 282.
Farmer in the Dell, B., p. 265.

Games for Boys' Group:

Drop the Handkerchief, B., p. 80.
Ring Call Ball, B., p. 399.
Charley Over the Water, B., p. 65.
Hill Dill, B., p. 105.

V. Closing Program:

Quiet Music: "My Day" (No. 72).
All (sing): "My Day" (No. 72, stanza 1).

Leader: After you have thought quietly for a moment, I want you to be ready to tell us all the things that you can think of that a child can do to please God, our loving heavenly Father. (Give a number of children chance to respond.)

Let us sing about the little Lord Jesus, who tried to please our heavenly Father in every way he could.

All (sing)*:* "The Playmate of Nazareth" (No. 115).

Leader: Dear heavenly Father, we ask thee to teach us to be helpful, happy children at our work and at our play,—just like the little Lord Jesus. Amen.

Pledge of Allegiance to the American Flag.

Pledge of Allegiance to the Christian Flag.

Announcements and Dismissal.

LESSON XXV

HELPING BY SHARING

UNION SERVICE OF WORSHIP—PRIMARY AND JUNIOR DEPARTMENTS

(See Introduction, Section VI, d.)

I. Aim:

To help the child to show his love for Jesus by sharing the good things that he has with the little children whom Jesus loves.

II. Program of Music:

Quiet Music: "The Hour of Worship" (No. 125).

Leader: Let us tell how glad we are to come here to our heavenly Father's house this morning.

All: "I was glad when they said unto me,
Let us go unto the house of Jehovah."

All (sing): "This Is God's House" (No. 1).

Leader: Our dear heavenly Father, we are glad to come here to thy house this morning. We thank thee for thy loving care over us through another night and for the gift of the beautiful morning light. We thank thee for food and clothing, for homes and friends, and for our dear mothers and fathers. We thank thee most of all for Jesus, our Master and our Friend. Amen.

Leader: Our boys and girls of the Primary Department will tell us about our heavenly Father, the Giver of all our good gifts.

Primary Superintendent: Who hath made everything beautiful?

Primary Children: "He hath made everything beautiful."

Primary Superintendent: From whom does every good gift come?

Primary Children: "Every good gift and every perfect gift is from above, coming down from the Father."

Primary Superintendent: To whom is it good to give thanks for all our good gifts?

Primary Children:

"It is a good thing to give thanks unto Jehovah,
And to sing praises unto thy name, O Most High."

Primary Superintendent: What was the very best gift that God, our Father, ever gave to his children?

Primary Children: "God so loved the world, that he gave his only begotten Son."

Leader: We are going to think for a little while about Jesus, God's best Helper, and so we are going to sing together now: "Tell Me the Stories of Jesus."

All (sing): "Tell Me the Stories of Jesus" (No. 22, stanzas 1 and 2).

Leader: The Junior children are going to share with us all one of the beautiful stories about Jesus that they have heard this summer.—will tell us about Jesus and the fishermen whom he chose to be his helpers (or some other story about Jesus).

Junior Child (comes forward and tells story).

Junior Children (sing): "I Love to Tell the Story" (stanzas 1 and 3).

Leader: Our Primary boys and girls are going to share with us the story about Jesus and some little children who came to see him.

Primary Child (comes forward and tells story), "Jesus Blessing Little Children."

Leader (at conclusion of story): What did Jesus say to show those little children how much he wanted them to come to him?

Primary Children: "Suffer the little children, and forbid them not, to come unto me: for to such belongeth the kingdom of heaven."

Primary Children (sing): "I Think When I Read That Sweet Story" (No. 27).

Leader: Those children who came to see Jesus in the long-ago time were not the only children whom Jesus loved. He loves all children everywhere, and he loves each one of us. Let us sing together: "Jesus Loves Me, This I Know."

All (sing): "Jesus Loves Me."

Leader: We are going to think for a little while about those little children with whom we want to share our money and our gifts. (Have one child come forward and tell the purpose for which the offering of the summer is to be used. Then appoint four children—two primaries and two juniors—to collect the offering for the day. After they have received the offering for the day, they bring that together with the entire offering for the summer, to the front of the room.)

All (stand and sing): "Gifts of Love" (No. 29).

Leader: In this box beside me we are going to place the gifts that we have been making for those little children whom we want to help. Our teachers will give us now the gifts we have made, and then

we will be ready to bring them forward and put them in the box. (Quiet music is played while teachers distribute gifts. Then a march is played while primary children march forward and place their gifts in the box. When the primary children have returned to their seats, the juniors come forward with their gifts.)

Leader (at conclusion of gift service): And now let us stand and sing together our song which gives thanks to our heavenly Father for his love for children in every land.

All (rise and sing): "Giving Thanks" (No. 21).

Leader: Our dear heavenly Father, we thank thee that thou lovest all children everywhere. We ask thee to bless the gifts of love that we have brought to-day. May they help to make other children very happy. Amen.

Note: If a box of gifts is to be sent away to a group of needy children, it is suggested that the superintendent appoint two or three of the older primary children to remain at the conclusion of the Gift Service and help pack the box.

Date Due			
11-26-35			
7/14			
4-26-46			

Library Bureau Cat. no. 1137

6166

.8
K14

BV1585 .M3 1924

McDowell, Edith.
First primary course for the vacation church school

39967003321481